



## **Special Educational Needs & Disabilities [SEND] at William Austin Junior School**

At William Austin Junior School we believe in achievement, ambition and progress for all pupils.

We aim to meet the needs of individual pupils through highly effective teaching and learning.

There is an emphasis on early identification of needs and reducing barriers to learning.

We support children with a range of special educational needs. A pupil may have one or more of the following four areas of need: communication and interaction; cognition and learning; social, emotional and mental health needs; sensory and/or physical needs.

To ensure that the school can meet a broad range of special educational needs, we build effective partnerships with pupils, parents/ carers and relevant outside agencies.

We have strong systems in place for monitoring all pupils' progress and for supporting academic and personal achievement.

We use a wide range of strategies to foster a culture of lifelong learning and to develop independent life skills for all pupils

*Updated 23.11.18.*

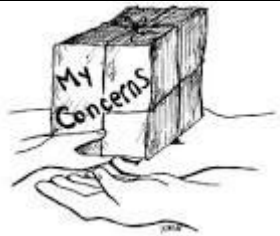


## 1. Identification ...

**We identify and organise support for pupils with special educational needs through:**

- information received from pupils' previous schools
- transition meetings with our Infant School
- attendance at Year 2 Annual Reviews of pupils with Education Health Care Plans [EHC Plans]
- carrying out baseline assessments, such as individual reading tests, on a regular basis
- monitoring how pupils progress through the National Curriculum
- working with outside agencies to ensure we remove barriers to learning

Pupils may be referred by staff or families if there is some concern about their progress or development. Pupils themselves may indicate they need some support.



## 2. Concerns ...

**If parents/carers have concerns about their child's difficulties, they can speak with the following members of staff:**

- the class teacher
- Mrs Douglas, the Inclusion Manager/ Mrs MacArthur, the Assistant SENCO
- the Family Workers in our Family Centre

We have three Parents' Evenings a year [one per term], but parents/carers can talk to teachers at the end of the school day, speak to a member of staff on the telephone or ring to arrange a meeting at any other time.



### **3. Progress ...**

#### **The evaluation of SEND provision:**

The progress of pupils with SEND is monitored closely in the following ways:

- reading accuracy and reading comprehension ages
- phonics and spelling phases
- National Curriculum tracking, including small steps progress where appropriate
- language acquisition and receptive vocabulary ages
- reviews of individual educational targets set
- other holistic measures to monitor social and emotional development

#### **Parents/carers will be informed about their child's progress within school:**

- at Parents' Evenings
- individual target setting
- at Annual Review meetings

Some parents/carers may require more regular feedback about their child's progress in school and this will be done:

- by daily contact with the class teacher
- through home/school books
- at regular meetings



### **4. Support for families ...**

#### **We aim to support parents/carers by offering:**

- an SEND support group who meet termly
- support and advice from the Family Workers and our Welfare Assistant
- parent courses in the Family Centre
- information about local support groups such as FLAG [Families in Luton Autism Group], DADS [Autism Group for Dads], Parent Partnership Service [PPS]
- support and advice on how to support learning at home



## 5. Well-being ...

**We ensure the wellbeing of pupils with special educational needs and disabilities in the following ways:**

- pastoral support with key workers
- trained members of staff to administer medication
- using symbols to support communication and understanding
- Social Skills groups and friendship groups
- access to a lunchtime club
- Breakfast Club in the mornings
- listening to the views and wishes of our pupils
- teaching our pupils how to stay safe
- our Children of Concern Team meet weekly to discuss vulnerable pupils and plan appropriate actions/ support

Our school has the following policies in place:

- SEN policy
- Policy for Equality [linked to our Disability Scheme and Accessibility Plan]
- Safeguarding policy
- Anti-bullying policy



## 6. Teaching ...

**Teaching will be adapted to support the pupil with special educational needs. We will:**

- provide high quality teaching to support the needs of all pupils
- provide a relevant and differentiated curriculum
- organise and plan activities that will match a pupil's ability and build on previous learning targets
- involve pupils and parents/carers in the setting and reviewing of learning targets
- develop basic skills in order to help pupils become more independent learners
- plan small group interventions for pupils not on track
- organise, where appropriate, teaching assistant support in class
- identify which children would benefit from accessing a smaller set for Maths or English



## 7. Support in school ...

**There are different types of support available for pupils with special educational needs or a disability. Some pupils will benefit from:**

- 1:1 or small group intervention work to further develop basic Literacy and Numeracy skills
- 1:1 or small group work to develop speech and language skills
- small group work or 1:1 coaching around developing social skills and friendships
- 1:1 pastoral support to help manage emotional difficulties
- specialist equipment organised after consultation with relevant outside professionals

Planned interventions may be carried out by the following members of staff:

- Teaching Assistants
- Teachers
- Inclusion Manager
- Family Workers

Mrs Douglas, the Inclusion Manager, has led SEND in several schools. She holds the National Award for Special Educational Needs Co-ordinator

Mrs MacArthur, the Assistant SENCO, has many years of experience in supporting children with special educational needs. She also holds the National Award for Special Educational Needs Co-ordinator.



## 8. Playtimes, school clubs and trips ...

**Pupils are supported in less structured times, such as lunchtimes and playtimes in a number of different ways:**

- trained Teaching Assistants who help set up games and activities
- pupils who take on the role of playtime buddies
- Teaching Assistants and Teachers, in yellow jackets, on duty to help and support pupils
- Behaviour Teaching Assistants who support pupils and help resolve any incidents at break times
- a range of play equipment provided
- access for some pupils to a Lunchtime Club

- a safe place provided for pupils who need somewhere to go for time out

**We enable pupils to have access to after school clubs and school trips by:**

- consulting parents about their child's needs
- carrying out risk assessments and planning appropriate support
- adapting planned activities
- providing necessary resources and equipment
- visiting and/or liaising with the places pupils are visiting and making suitable arrangements
- encouraging pupils' participation



## 9. Making decisions ...

**We involve our pupils in decisions that effect them in the following ways:**

- seeking the pupil's views before Annual Review meetings
- giving pupils the opportunity to be at meetings which involve them
- sharing target setting with pupils and involving them in reviewing their progress
- making sure pupils with special educational needs or a disability are represented on the school council
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## 10. Resources ...

**We have a wide range of resources to support pupils in school:**

- the school receives funding from the Local Authority for pupils with special educational needs, and extra funding is received linked to Education Health Care Plans
- a large team of SEN Teaching Assistants are deployed throughout the school
- pupils with Education Health Care Plans are a priority for adult support
- the impact of SEN interventions is evaluated by the Inclusion Manager and reported to the Senior Management Team

- the area of SEN is also allocated an annual budget linked to the SEN Action Plan – from this funding we are able to purchase resources to support access to learning, such as Communicate in Print, talking books, Numicon etc.
- if appropriate, specialist equipment is hired or purchased when recommended by outside agencies such as Occupational Therapists, the Hearing Impairment Provision etc.



## 11. Outside services ...

**The school benefits from support and advice from a wide range of external services:**

- speech and language therapists
- occupational therapists and physiotherapists
- Local Authority Advisory Teachers [Learning Support]
- Educational Psychology Service
- Behaviour Support Service
- The Social and Communication Difficulties Team [SCD Team]
- Child and Adolescent Mental Health Service [CAMHS]
- the Edwin Lobo Child Development Centre
- specialist nurses and the school nursing team
- outreach workers from the Luton Visual Impairment Provision [based at Chantry Primary], the Hearing Impairment Provision [based at Icknield Primary School] & Lady Zia Wernher School [special needs school in Luton]
- our local behaviour provision based at St Matthew's School
- Social Care, where appropriate

With parents' permission pupils whose progress is causing concern are discussed at School Liaison Meetings, where the Inclusion Manager and Assistant SENCO meet with a representative from the Learning Support Service, the Behaviour Support Service and the Educational Psychology Service. If pupils meet the threshold for support and advice from an external agency, then a referral is made by the school. Parents are kept fully involved and receive written reports following any observations or assessments.



## 12. Staff training ...

**Staff in the school are supported to work with pupils with special education needs:**

- staff have access to a range of training
- whole staff training is provided in school by the Inclusion Manager and Assistant SENCO
- external Advisory Teachers also provide staff with training when requested, as part of traded services with the Local Authority
- staff receive training from health care specialists in order to meet pupils' physical and medical needs
- key members of staff are TEAM TEACH trained to meet safe and positive handling requirements



## 13. Moving on ...

**We support pupils to move on to the next key stage in their education by:**

- attending transition meetings with the SEN Coordinators at High Schools
- putting careful transition plans in place
- arranging and accompanying vulnerable pupils on extra transition visits
- passing on SEN information and paperwork



## 14. Access ...

**How accessible is our school?**

- People using wheelchairs can access most of our school building, apart from the four classrooms upstairs
- Pupils with physical disabilities, who cannot manage stairs, are placed in downstairs classrooms
- We have two disabled toilets.
- Our classrooms have sound systems and teachers use the microphones
- We use Communicate in Print for pupils with communication and language difficulties
- Some members of our staff have accessed Makaton training



- We have members of staff who are able to translate for parents/carers if English is not their first language

Our school has the following policy in place:

- Policy for Equality [linked to our Disability Scheme and Accessibility Plan]



## 15. Contact details ...

**Parents/carers can contact the following people for further information at our school:**

- Class Teachers
- the Inclusion Manager, Mrs Douglas
- the Assistant SENCO, Mrs MacArthur
- the SEN Administration Assistant, Mrs Ritchie
- the Family Workers
- Office Staff

**Parents/Carers should contact the following people if they are considering an application for their child at our school:**

- the Local Authority Admissions Team  
[http://www.luton.gov.uk/Education\\_and\\_learning/Schools\\_and\\_colleges/School%20admissions/Pages/default.aspx?utm\\_source=education\\_and\\_learning&utm\\_medium=carousel&utm\\_campaign=school\\_admissions](http://www.luton.gov.uk/Education_and_learning/Schools_and_colleges/School%20admissions/Pages/default.aspx?utm_source=education_and_learning&utm_medium=carousel&utm_campaign=school_admissions)
- the Special Educational Needs Assessment Team [SENAT]  
[http://www.luton.gov.uk/Education\\_and\\_learning/Special\\_educational\\_needs/SENassessmentandstatement/Pages/Special%20Educational%20Needs%20Assessment.aspx](http://www.luton.gov.uk/Education_and_learning/Special_educational_needs/SENassessmentandstatement/Pages/Special%20Educational%20Needs%20Assessment.aspx)

Parents can find the Luton Authority's Local Offer for SEND by visiting the Luton Borough Council website and clicking on the link to Luton Local Offer. <http://directory.luton.gov.uk/kb5/luton/directory/family.page?familychannel=11>

Luton SEND Information, Advice & Support Service (SENDIAS) is an organisation parents can contact for independent and impartial information, advice or support relating to special educational needs. Parent Partnership officers: Vicki Lloyd, telephone: 01525 719 754 and Olwen Davies, telephone: 01582 548 156

**Email:** [parentpartnership@luton.gov.uk](mailto:parentpartnership@luton.gov.uk)

**Complaints Procedure:**

If a parent is unhappy with the school's provision to meet their child's special needs they may follow the arrangements set out below:

- In the first instance any problem should be discussed with the Class Teacher and/ or the Inclusion Manager and Assistant SENCO.
- If the problem is unresolved the matter should be discussed with the Head Teacher.
- If the problem remains unresolved the parent should contact the Governor with the responsibility for Special Needs, Mrs Aisha Saleh.
- In the unlikely event that the matter is not dealt with satisfactorily, the parent may contact an officer from the Local Education Authority.