



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 as defined in the SEN Code of Practice:

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 9th March 2023

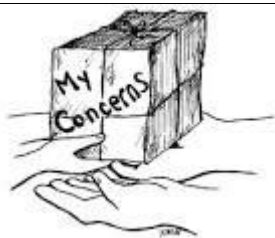


1. Identification ...

We identify and organise support for pupils where their learning calls for special provision which is 'different from' or 'additional to' their peers 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
- Termly Pupil Progress Meetings
- Carrying out Boxall Profiles to monitor social and emotional needs
- Learning walks and observations of pupils,
- Book looks to identify support required
- Assessments from external agencies
- Concerns raised by parents
- Discussions at School Liaison Meetings (SLM) with a range of professionals

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
- The Teaching Assistants
- Mrs Douglas, the Inclusion Manager
- The Senior Leadership Team
- 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.

Phone the school office: **572100** or email admin@williamaustin.juniorluton.co.uk



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
- Little Wandle Catch up assessment (phonics programme)
- National Curriculum tracking
- Language acquisition and receptive vocabulary ages
- Reviews of individual educational targets set
- Boxall Profile assessment to support targets for well-being
- Classroom observations
- Termly Pupil Progress Meetings

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

- At Parents' Evenings and through termly reports

- At IEP parent drop ins
- At Annual Review meetings

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

- Through daily contact with the class teacher
- Through home/school books where appropriate
- At regular meetings



4. Support for families ...

We aim to support parents/carers by offering:

- SEND support group
- Support and advice from the Family Workers
- 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
- Signposting to the Local Authority's Local Offer, which sets out a range of information about specialist services to support pupils with SEND and their families
- Support parents with transitions to high school through choices and information
- Support parents by attending appointments at the Edwin Lobo Centre if required



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 through the Boxall Profile assessment
- Attendance in nurture groups to support wellbeing

- Access to a lunchtime club
- Breakfast Club in the Family Centre
- 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
- Keeping records through My Concern to enable staff to spot patterns
- Staff trained by the Designated Safeguarding Lead and team
- Senior Mental Health Lead

Our school has the following policies in place:

- SEND policy
- Policy for Equality
- Safeguarding policy
- Anti-bullying policy
- Disability Scheme
- Accessibility Plan



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
- Adjusting timetables where necessary



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
- 1:1 or small group work or coaching around developing social skills and friendships
- 1:1 pastoral support to help manage emotional difficulties
- Small group work within a nurture group to support a range of strategies
- Small group intervention to develop phonics through the Little Wandle Rapid Catch Up programme
- 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 and is a qualified teacher.



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 – our Behaviour Ambassadors
- Teaching Assistants and Teachers, easily identifiable in hi-viz vests, 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 for pupils to use

- Access for some pupils to attend the daily Lunchtime Club – a quiet indoor space for pupils who need time out
- Access to sporting activities for SEND pupils e.g. Sportability and Boccia tournaments at the local Sixth Form College

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 so that pupils can access trips and visits outside school successfully
- 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, our Junior Leadership Team



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 team of SEND Teaching Assistants are deployed throughout the school

- Pupils with Education Health Care Plans are a priority for adult support
- The impact of SEND interventions is evaluated by the Inclusion Manager and reported to the Senior Leadership Team
- The area of SEND is also allocated an annual budget linked to the SEND Action Plan – from this funding we are able to purchase resources to support access to learning, such as Communicate in Print, talking books, Nessy, Little Wandle Rapid Catch Up etc.
- If appropriate, specialist equipment is hired or purchased when recommended by outside agencies such as Occupational Therapists, the Hearing Impairment Provision etc.
- A wide range of practical resources are used in class to support learning and understanding



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, e.g. epilepsy 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, including outreach support
- GPs or paediatricians
- Education Welfare Officers
- CHUMs
- Family Partnership, and the Multi Agency Safeguarding Hub

With parents' permission pupils whose progress is causing concern are discussed at **School Liaison Meetings**, where the Inclusion Manager meets with representatives 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, including Elklan, NASEN, Little Wandle phonics and general curriculum training
- Whole staff training is provided in school by the Inclusion Manager.
- 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
- A range of staff are first aid trained and support pupils with medical needs
- Key members of staff are epilepsy trained



13. Moving on ...

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

- Supporting parents to make an informed choice in choosing their child's next school
- Attending transition meetings with the SEND Co-ordinators at High Schools
- Putting careful transition plans in place
- Arranging and accompanying vulnerable pupils on extra transition visits
- Passing on SEN information and paperwork
- Supporting parents to complete relevant paperwork in a timely manner



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 microphones which can be used if required
- 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
- Some members of staff are bilingual and can support pupils in class
- Pupils can enter school by the reception if required

Our school has the following policies in place to support:

- Policy for Equality
- Disability Scheme
- 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 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
- the Special Educational Needs Assessment Team [SENAT]
<https://directory.luton.gov.uk/kb5/luton/directory/service.page?id=JEftR37V-68>

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 can be contacted on telephone number: 01582 548 156

Email: 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.
- If the problem is unresolved the matter should be discussed with the Head Teacher.
- If the problem remains unresolved the parent should contact the School Governors.
- In the unlikely event that the matter is not dealt with satisfactorily, the parent may contact an officer from the Local Education Authority.