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 early identification, highly effective teaching and learning, and reducing any barriers to learning. We build effective partnerships with pupils, parents/carers and relevant outside agencies. We have strong systems in place for monitoring 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.

We aim to make provision for pupils who may have a range of needs covering the four broad areas of needs as defined in the SEN Code of Practice:

Cognition and learning

- Moderate learning difficulty (MLD)
- Severe learning difficulty (SLD) where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication
- Profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- Specific learning difficulties (SpLD) affect one or more specific aspects of learning, such as Dyslexia, Dyscalculia and Dyspraxia

Communication and interaction

- Speech, language and communication needs (SLCN)
- Autistic spectrum disorder (ASD) including Asperger's Syndrome and Autism

Social, emotional and mental health difficulties

- Being withdrawn or isolated
- Displaying challenging, disruptive or disturbing behaviour
- Having anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained
- Attention deficit disorder
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment disorder

Sensory and /or Physical Needs

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Physical Disability (PD

1. Identification …

We identify and organise support which is 'different from' or 'additional to' pupils' peers, where an individual pupil is making less than the expected progress given their age and individual circumstances (SEN Code of Practice 6.17). We use a wide range of assessment and screening tools, for example:

- 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
- Termly Pupil Progress Meetings
- Boxall Profiles to monitor social, emotional and mental health difficulties
- DfE approved Little Wandle Letters and Sounds Revised to teach and assess phonics
- Nessy for support for pupils with early reading and dyslexia
- Speech and Language Toolkit to support with communication and interaction
- York Assessment for Reading and Comprehension
- Number Stacks
- Learning walks and observations of pupils
- Book looks to identify support required
- Assessments from external agencies
- Working with outside agencies to ensure we remove barriers to learning
- 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

Information from the screening process may help to inform targets for the pupil which will be written into an Individual Education Plan (IEP). The IEP will be reviewed and revised each term and shared with parents.

Mrs Douglas, the Inclusion Manager, has led SEND in several schools. She holds the National Award for Special Educational Needs Co-ordination and is a qualified teacher.

The effectiveness of the SEND provision is regularly reviewed by senior leaders through pupil progress meetings, observations of interventions, Annual Review Meetings, parent/teacher consultations where IEPs are reviewed, School Liaison Meetings with outside agency attendance and teacher/TA meetings.

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 and three parental IEP meetings however, 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. Arrangements for assessing and reviewing progress …

The evaluation of SEND provision:

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

- Termly Pupil Progress Meetings – 3 times a year
- Reading accuracy and reading comprehension ages
- DfE approved Little Wandle Letters and Sounds Catch up assessment (phonics programme) – assessed every 20 sessions
- 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

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

- At parents' evenings and through termly reports
- Parental IEP meetings– 3 times a year
- 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

Pupils will be consulted with and involved in their education within school:

- When we share their IEP (3 times a year)

- At the EHCP review meeting
- Through pupil voice activities
- In Junior Leadership meetings (JLT)

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 and how we support emotional and social development…

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 through our pupil voice work
- Teaching our pupils how to stay safe in PSHE/RHE lessons and assemblies
- Our Children of Concern Team meet weekly to discuss vulnerable pupils and plan appropriate actions and support
- Keeping safeguarding 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 to support pupils with SEND:

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

6. Approaches to teaching for pupils with SEND and how we make adaptations to the curriculum and learning environment…

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

- Ensure all pupils have access to our broad and balanced curriculum – details about our curriculum can be found at https://www.william-austin.com/about-us/curriculum/
- Provide high quality teaching to support the needs of all pupils
- Provide relevant, scaffolded and differentiated activities or tasks where necessary, in order for all pupils to make progress
- Organise and plan activities that will match a pupil's ability and build on previous 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
- Use resources to scaffold learning in class (for example, counters and place value grids in maths)
- Adjusting timetables where necessary
- Ensure pupils with a physical disability are taught in the downstairs classrooms
- Involve pupils and parents/carers in the setting and reviewing of learning targets through IEPs
- Making reasonable adjustments to support SEND pupils

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:

- 1:1or 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 Letters and Sounds 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

8. Playtimes, school clubs and trips – how SEND pupils are included in everything all pupils do …

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 activites
- 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 all 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 view 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 …

Our 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]
- GPs or paediatricians
- Attendance Support Officers
- CHUMs
- Family Partnership, and the Multi Agency Safeguarding Hub
- The Virtual School for pupils who are looked after by the Local Authority. We attend Personal Education Plan Meetings (PEP) meetings and liaise with carers, social workers and the local authority to ensure we are meeting the needs of any pupil who is looked after

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. The educational psychologist and speech therapist meet with parents prior to a writing a written report. 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 Epi-pen trained and support pupils with medical needs
- Key members of staff are epilepsy trained
- The Inclusion Manager, one class teacher and one TA are Elklan trained (speech & language support). They lead regular training for the whole staff on speech & language support
- Our lead Family Worker and Behaviour TA are Boxall trained

13. Transition …

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 to high schools
- Passing on SEND information and paperwork
- Supporting parents to complete relevant paperwork in a timely manner
- Holding transition meetings for Y2 parents
- Providing additional transition sessions for Y2 pupils with SEND
- Having a virtual tour on our website for parents and pupils to watch

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 if required
- We have members of staff who are able to translate for parents/carers if English is not their first language
- We have members of staff who are bilingual and can support pupils in class if English is not the pupils' first language
- Pupils can enter school by the reception if required

Our school has the following policies in place to support:

- Policy for Equality
- 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 inclusion@williamaustin.juniorluton.co.uk
- the SEN Administration Assistant, Mrs Ritchie
- the Family Workers familyworker@williamaustin.juniorluton.co.uk
- Office Staff admin@williamaustin.juniorluton.co.uk
- Phone 01582 572100

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 Asssessment 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. https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page

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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.

Our complaints policy can be found at https://www.william-austin.com/wp-content/uploads/2024/12/Policy-for-Complaints-November-24.pdf