



# Folville Junior School

## SEND Report

**2021-2022**

### **Introduction:**

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools were required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'. You can find all the information you need about services for children in Leicester on Leicester's Local Offer site: [www.localofferleicester.org.uk](http://www.localofferleicester.org.uk)

The intention of the LA Local Offer is to improve the choice and transparency for families. It is also a good place for you as parents/carers to understand the range of services and provision available to you within your local area. Folville Junior School uses Leicester's Local Offer to meet the needs of all our SEND (Special Educational Needs & Disability) pupils. Schools refer to this as 'The SEND Report'.

Our SEND Report provides information to you as parents/ carers, in a single place. It outlines how we as a school meet the needs of pupils with Special Educational Needs and/ or disabilities as determined in our school policy (as seen on the website) and the provision that we provide to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We are supported by the LA to be as inclusive as possible, and the support we provide pupils is reflective of the LA Local Offer.

Our SEND Report is broken down into key FAQ's. Please read the following questions and answers for more information about SEND at Folville Junior School.

## Who can I talk to in Folville Junior School about my child's SEND?

At Folville Junior School all members of staff are committed to using their best endeavours to provide an appropriate and high quality education for *all* children which enables them to achieve their full potential. Within the school structure, key members of staff have specific responsibilities for ensuring your child's Special Needs are being met.

If you are unsure who to speak to, please have an initial chat with your child's class teacher.

### **Your child's class teacher is responsible for:**

- Checking and monitoring your child's progress,
- Planning and delivering any additional help your child may need.
- Liaising with the Special Needs Co-ordinator (SENCo)
- Meeting with you termly (possibly at parents evenings) to share and review how your child is progressing in school, and planning next steps.
- Ensuring that the SEND policy is followed in their classroom for all pupils.

You can also speak to our SENCo, Mrs. Nicola McGregor (Tuesday/ Wednesday/Friday).

### **The SENCo is responsible for:**

- Overseeing the day to day operation of SEN provision in Folville Junior School
- Developing and reviewing the school SEN policy
- Co-ordinating assessment and provision for children with SEN
- Liaising with and advising teachers and support staff
- Overseeing the records on all children with SEN
- Liaising with parents/carers of children with SEN (in conjunction with the class teacher)
- Contributing to in-service training of staff
- Liaising with external agencies.

You are also welcome to talk to our Head Teacher, Mr. Bruce Wells.

### **The Head Teacher is responsible for:**

- The day to day management of all aspects of the school, including the support for children with SEND.
- Making sure the governing body is kept up to date about issues relating to SEND.

In addition to school staff, we have a SEND Governor, Mrs. Gill Long. Mrs. Long is a member of our governing body. She is the SEND Governor, which means that she has a responsibility for SEND and meets with the SENCo on a termly basis. Mrs. Long is a very experienced governor who previously worked in the school as the SENCo and has a special interest in ensuring the provision for SEND children at Folville Junior School is of the highest possible standard.

Parents are welcome to approach the school in person, initially via the school office or class teachers. Alternatively you can make contact with us by email or telephone.

Email: [office@folville.leicester.sch.uk](mailto:office@folville.leicester.sch.uk)

Telephone: 0116 2824368

### **How can I let Folville Junior School know if I have concerns about my child?**

If you have concerns about your child's progress, or you feel they may have SEND, please speak to your child's class teacher initially, they will then share these concerns with the Special Needs Co-ordinator (SENCo).

If you continue to be concerned that your child's needs are not being met, please speak to the SENCo, the head teacher or the deputy head. We always have members of staff on the school gate in the morning and at the end of the school day for informal conversations. Alternatively you are welcome to come into school to discuss your concerns. We have an open door policy at Folville and parents and carers are encouraged to come into school throughout the year.

You can also contact the SEND Governor for support (via the school office).

### **How will Folville Junior School let me know if they have concerns about my child?**

If your child is identified as not making progress, or the class teacher has a particular concern, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss further assessments/ referrals to outside professionals to support your child's learning.

Pupils will only be placed on the SEN support register in consultation with parents/carers. You will be consulted at least three times a year whilst your child is on the register. This may be at parent's evenings or additional review meetings as necessary. Whilst your child is on the register we will review and monitor the support provided as outlined in the SEND policy (as seen on website).

### **How will Folville Junior School support my child's SEN needs?**

There are four broad areas of SEND, all of which Folville Junior School provides for:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and / or physical

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. In practice, individual children may have needs across a number of areas and their needs may change over time.

The school SEND policy, as seen on our website, includes information about the identification and assessment of pupils with SEND.

Identifying and adapting teaching to meet children's needs is a process that is in place for all pupils. The school identifies where pupils are not making expected progress or working below national expectations through termly pupil progress meetings. These meetings take place with the Head Teacher, SENCo, teacher with responsibility for the subject and class teacher. Following these meetings the class teachers where necessary, will further differentiate the learning in class using quality first teaching guidance for SEN pupils with specific needs e.g ADHD, Dyslexia, ASD, Dyspraxia. Additional adult support and specific interventions as put in place as needed to improve your child's progress.

If your child's needs are persistent, the SENCo will complete some baseline assessments. These will be discussed with class teacher and parents to identify appropriate support/interventions or further assessments as required. All interventions and support are delivered by staff with sufficient skills and knowledge.

If your child needs further investigation to see if they have any underlying medical conditions e.g ASD, ADHD or other physical needs the school will fully support parents. The SENCo will provide parents with a letter of support to take to the GP outlining school and home concerns and recommended referral to appropriate medical team.

At Folville Junior School, we aim to provide all children, including those with SEND, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community. We are committed to removing barriers that may prevent your child from accessing their learning.

We achieve this through our graduated response to SEN:

### **Quality First Teaching:**

- If your child is falling slightly/moderately or significantly outside of the range of expected progress they will be monitored by the class teacher.
- Once your child has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- Your child's class teacher will take steps to provide differentiated learning opportunities that will aid your child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe your child in class and /or complete some baseline assessments.
- Through the above it can be determined which level of provision your child will need going forward.
- If your child has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- You will be involved fully of every stage of your child's development and the circumstances under which they are being monitored. You will be encouraged to share information and knowledge with the school.
- Your child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place your child on the school's SEN register. Any concerns will be discussed with you informally or during parent's evenings.
- Parent's evenings are used to monitor and assess the progress being made by your child. It is important for you to attend these meetings.
- Teachers are also available for informal discussions before and after school, if you have any concerns.

- If the class teacher has concerns regarding your child's progress they will meet with you at least 3 times within the school year.

### **SEN Support:**

If it is determined that your child does have SEN, in consultation with you (parents/carers), we will add your child to the SEN register. The aim of formally identifying your child with SEN is to help school ensure that effective provision is put in place and so remove their barriers to learning. Your child's class teacher remains responsible for working with your child on a day to day basis. They will work closely with teaching assistants and the SENCo to plan and assess support and interventions and provide links back into the classroom. The aim of any support your child receives is to enhance their learning opportunities and reduce their barriers to learning.

Your child's progress with these interventions will be reviewed regularly, this will take into account your views, the views of your child (were appropriate) and the class teacher. In conjunction with the SENCo, and in consultation with yourselves the class teacher will then revise the support and interventions your child receives and a plan for next steps is made.

Sometimes the school will feel that your child would benefit from specialist groups run by outside agencies. This may be from the Learning, Communication and Interaction (LCI) team, Hearing or Vision Impaired (HI/VI team, Social, Emotional and Mental Health (SEMH) team or the Speech and Language Team (SALT).

You may also be asked for your permission for the school to refer your child to a specialist professional e.g. Educational Psychologist for further assessments. This will help us and yourselves to understand your child's particular needs better and be able to support them better in school.

### **Referral for an Education, Health and Care Plan (EHC):**

If your child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by yourselves. This is a legal process which sets out the support that will be provided for your child until they are 25. The decision to make a referral for an Education, Health and Care Plan will be taken at a review meeting.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Yourselves (parent/carers)
- Teachers
- SENCo
- Social care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and outcomes of interventions/support. A decision will be made by a group of people from education, health and social care about whether or not your child is eligible for an EHC Plan. You have the right to appeal against a decision not to initiate a statutory

assessment leading to an EHC Plan.

At Folville Junior School we recognise that transitions can be difficult for a child with SEND, we take steps to ensure that any transition is as smooth as possible. We have forged good relationships with all our feeder schools, and secondary schools in Leicester.

**In year 3:**

- The year 3 teaching staff make every endeavor to meet the current year 2 teaching staff in the feeder infant school to discuss individual needs and strategies to support your child.
- The SENCo will meet with the feeder Infant schools SENCo to discuss your child's specific needs and support arrangements.
- You will be invited to a transition review meeting, where you will be able to share your views and concerns regarding transition.
- Additional visits and meetings with staff will be arranged as necessary for your child.

**In year 6:**

- The SENCo will discuss specific needs of your child with the SENCo of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Your child will visit their new school, where necessary they will attend additional visits in smaller numbers
- Sometimes staff from your chosen secondary school will visit your child in this school.

**When moving classes in Folville Junior School:**

- Information will be passed on to your child's new class teacher in advance. This includes any diagnosis (ASD,ADHD, Dyslexia, Dyspraxia etc) and specific strategies that have been found to be affective in their current class.
- A planning meeting will take place with the new teacher, and interventions/support arrangements shared.
- If necessary your child will have a social story book and transition workbook to help them understand moving classes/teachers.
- If necessary your child will have the opportunity to visit their new class teacher during the summer term.
- All children visit their new classes during transition day.

**How will my child be included in activities outside the classroom, including trips?**

At Folville Junior School we endeavor to make all activities accessible for all. If you have any concerns about your child's ability to access any activities, please arrange to meet with the club leader or SENCo. We will discuss with you arrangements that could be made to ensure the safety and inclusivity for your child.

Over the year, the following extra- curricular activities are available at Folville Junior School:

- Photography club
- Singing
- Boys and girls football
- Multi-sports
- Recorders

Djembe Drums

Choir

Railway club

Minecraft club

Residential trips in all year groups

Various educational school day trips

Once a year the whole school has a sports day event at Fullhust secondary school

When we are preparing for trips, we welcome any information and input you have in order to ensure that the activities are as successful as possible for your child.

All children are actively encouraged to participate in additional activities especially children with SEN needs.

### **How is Folville Junior School accessible for my child?**

Folville Junior School is built on a single level, it is wheelchair accessible with ramps and handrails provided where necessary. If your child requires special access arrangements, we will seek advice and give consideration as to the best classroom for your child in order for them to have easy access to the classroom, toilet facilities, the hall and outdoor areas. There are 2 specially adapted toilets in the school for disabled people and one of these has a raised seat.

If your child had a specific need we would use the support services from the LA, e.g. the hearing impairment team or speech and language team in order to ensure they are able to access the full curriculum.

If you have any concerns please contact your child's class teacher, the SENCo (Nicola McGregor) or Mr. Wells the Head Teacher.

Tel: 0116 2824368

Email: [nmcgregor@folville.leicester.sch.uk](mailto:nmcgregor@folville.leicester.sch.uk), or [bwells@folville.leicester.sch.uk](mailto:bwells@folville.leicester.sch.uk)

### **How can I be involved in supporting my child?**

Folville Junior School is fully committed to a meaningful partnership with parents of children with SEN where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by:

- Offering an 'open-door' policy where parents and Carers are welcome to come in to school and discuss any concerns they may have.
- Always make you feel welcome and actively listening to your concerns, wishes and aspirations for your child.
- Providing you with information in an accessible way
- Making sure the SENCo is available for meetings by appointment through the school office or email.

- Support and guide you in ways you can help your child with their learning and development at home.
- Signposting you to wider support, information and services pertinent to your child's SEN by ensuring you know about the LA local offer and the LA parent partnership (if required)
- Sending out an annual SEN parent consultation questionnaire. Your views will help the school to continue to improve our SEN provision.

You (parent/carer) can help by:

- Attending the 3 parents evenings offered each year (2 formal, 1 informal)
- Completing the annual parent consultation questionnaire.
- Working with your child at home completing the homework set by the class teacher
- Raising any concerns you have with the class teacher.
- Attending special events in school when applicable.

### **What is in place to support my child's overall well-being?**

All staff at Folville Junior School aim to foster good relationships with all pupils. The Emotional well-being of your child is very important to us. We have an 'open door' policy and all adults will listen to any concerns your child may have.

At Folville Junior School we have the additional activities/resources available to your child:

- **Learning mentor:** Julie Page is available for pupils to talk to, some children have regular meetings with her, and others go and see her for a 'chat' on an adhoc basis. She is also available to peak to parents every day at the gate if you have any concerns.
- **Interactive play worker:** Di Bateman works with individual and small groups of children to support and develop their social, emotional and behavioural needs.
- **Key Adults:** Identified members of staff for children, they may work with your child in a variety of ways, meet and greet at the beginning of key sessions, work with them within the classroom, complete 1:1 Learning with them
- **1:1 mentoring:** before or after school working on a specific identified need.
- **Mental wellbeing sessions:** run throughout the school on positive mental health.
- **Character muscles:** whole school focus through the routes to resilience programme
- **School council:** pupils from each class attends the weekly meeting
- **Eco council:** pupils from each class attends the weekly meeting
- **Breakfast/after school club:** breakfast club runs from 8am-8.30am every morning and provides children with a calm, positive start to the day. Afterschool club runs from 3.15-5.30pm.
- **Sensory room:** we will have a new sensory building. This will be used by various groups and individual children as required.

Folville Junior School recently achieved the ADHD kitemark award- this has involved a whole school approach to supporting pupils with a diagnosis of ADHD and pupils who display ADHD traits.

### **What specialist services or expertise are available at or accessed by Folville Junior School?**

The following are examples of specialist agencies available to Folville Junior School:

- **LCI Team**- Learning, Communication and Interaction Team. This includes specialist support for pupils with ASD
- Community Pediatricians
- **SEMH Team**- Social, Emotional and Mental Health Team. This team support pupils with specific needs including pupils with ADHD alongside pupils without diagnosis.
- **CAMHS**- Child and Adolescent Mental Health Services
- **OT**- Occupational Health Team
- **VI**- Visual Impaired Team
- **HI**- Hearing Impaired Team
- **Physiotherapist**
- **SALT**- Speech and Language Team
- **EP**- Educational Psychologist
- **ADHD Solutions**- Attention Deficit Hyperactivity Disorder charity
- **SENDIAS**- independent service that offers free, confidential and impartial information, advice and support to parents.
- **School Nurse**
- **Diabetic Nurse**
- **LAC team**- working with Looked after Children.
- **Social Care team**

### **How are resources allocated for my child?**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding is retained by the Local Authority. The SENCo can apply for Element 3 funding for these individuals who require additional support. These applications are considered by a multi-agency panel, which is administered by the Local Authority, they determine whether the level and complexity of need meets the threshold for this funding. If the school is allocated additional funding then it would then be the responsibility of the SENCo, senior leadership team and governors to agree how the allocation of resources is used. Every term the Head Teacher, Deputy and SENCo meet to decide on the deployment of resources for children with SEN, on the basis of needs in the school.

#### **Factors considered are:**

- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed

The child's view will be sought informally, however, for review meetings we always complete a more formal pupil consultation which is discussed with parents during the review meeting.

All this information is collated onto the schools provision map, this is reviewed termly and changes made as needed.

#### **What this means for your child:**

Working together with the SENCo and the class teacher you will select appropriate support and interventions to meet the outcomes identified for your child. These will be based on reliable evidence of effectiveness. This is then delivered by staff with sufficient skills and knowledge.

The effectiveness of the support and interventions and their impact on your child's progress will

be reviewed each term. The review process will include an evaluation of the impact and quality of the support and intervention and both your views and your child's views. This review will then feed back into the analysis of your child's needs. The class teacher, with the support of the SENCo where needed, will revise the support in light of your child's progress and development, deciding on any changes to the support and outcomes in consultation with yourself and your child.

Folville Junior School can involve specialists at any point for advice regarding early identification and effective support. You will always be involved in any decisions to involve specialists along with the child's class teacher and where appropriate your child.

**What training have the staff had at Folville Junior School to support my child?**

The SENCo, Head Teacher and Deputy Head review the training needs of all staff at Folville annually. If it is felt that staff require training in a specific area of SEN the SENCo will find the relevant course from the Local Authorities SEND Service training program or an alternative provider if appropriate. Folville Junior School is committed to the continued professional development of all staff and governors.