

JOY LANE PRIMARY SCHOOL

SEND Information Report



September 2019

Joy Lane Primary School is committed to inspiring children, staff, parents and the community in the active pursuit of learning. A child's learning is truly valued and the achievements and contributions of the whole school community are recognised and celebrated.




At Joy Lane Primary School we pride ourselves on providing an inclusive education which enables all children to reach their full potential. Our aim is to ensure that all individuals feel they can succeed and feel safe and happy at school. Sometimes children need support with this and so we offer a wide range of interventions to support children on their learning journeys.

As an inclusive school, every effort will be made to cater for an individual's special educational needs throughout their time at Joy Lane.




Name of Inclusion Manager: Mrs Annamarie Godden

Contact details: Joy Lane Primary School, Joy Lane, Whitstable, Kent, CT5 4LT (01227) 261430

Accessing the curriculum




<p style="text-align: center;">Whole school approach</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<p>At Joy Lane Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for all pupils including those with special educational needs.</p> <p style="text-align: center;">An inclusive, inspiring and active curriculum has been designed to engage and motivate all children.</p> <p>Outdoor opportunities, including school trips and child initiated is integral to our curriculum in supporting academic, physical, personal and social aspects of education for all children.</p> <p>Every year group benefits from Learning Support Assistants who provide additional interventions in the afternoons. These interventions are all monitored.</p>	<p>Literacy, Maths and Reading focus groups are established within each phase or year group. The focus for these interventions may vary depending on assessments and schemes of work.</p> <p>Focus groups change regularly, this can be as a result of formative and informative assessments.</p> <p>Subject resources can be used to support groups in lessons such as sound mats, writing frames and speaking frames.</p>	<p>Individual provision is identified through provision maps and Individual Provision Plans (IPP's).</p> <p>The curriculum is differentiated to meet the needs of all children.</p> <p>Learning Mentors are provided where appropriate and in response to a specific need.</p> <p>Where appropriate, laptops are used to support access of the curriculum.</p> <p>Individual use of visual cues to support the curriculum and timetable.</p>

Teaching and Learning




<p style="text-align: center;">Whole school approach</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<p>All lessons are carefully planned and prepared to ensure all children's needs are met.</p> <p>Children are grouped and taught in groups as appropriate to ensure differentiated and targeted learning.</p> <p>Learning Intentions, success criteria and Steps to success are shared with the children during every lesson.</p> <p>Differentiated success criteria and steps to success are used.</p> <p>Differentiated writing ladders are used to ensure consistency in writing across the curriculum.</p> <p>Assessment for Learning is an integral part of all teaching to ensure pitch and pace of lessons is appropriate.</p>	<p>Class Teachers and Learning Support Assistants support learning by working with groups of children. These groups are varied to include all children, ensuring all children have teacher and LSA throughout the day.</p> <p>The introduction of 'The Nest' booster groups for children working at a level below their peers. The group will use successful interventions to promote basic reading and writing skills.</p> <p>Provision maps provide details of the support for children identified through teacher assessments.</p> <p>Alternative ways of recording are offered where appropriate.</p>	<p>Personalised and differentiated teaching supports all children.</p> <p>Where appropriate and where a specific need has been identified, a child may benefit from having a 1:1 support. At all times the LSA is promoting independent learning and life skills.</p> <p>Individual Provision Maps identify personal support and targets.</p> <p>Involvement of outside agencies to support individual need as appropriate e.g. speech and language provision.</p>

<p>Practical resources including working walls and use of ICT are available and used to support learning.</p> <p>Different teaching styles are employed in order to meet all children's needs.</p> <p>All children's learning is marked following the school marking policy. This is displayed and referred to regularly.</p> <p>Work is celebrated through displays in all classrooms and in shared areas of the school.</p>		
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Self-help skills and independence




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<p>Children are encouraged to employ different self-help strategies before asking the teacher, this includes using the success criteria/steps to success and asking a buddy.</p> <p>Resources such as dictionaries, number squares, working walls and sound mats are all available for children to access.</p> <p>Where appropriate, the use of ICT is available for children to access.</p> <p>Children are encouraged to respond to marking and provide constructive feedback to peers.</p>	<p>Children with additional needs are able to access the daily sanctuaries during play, which take place both inside and outdoors.</p> <p>Children with additional needs may be given a 'Time out' pass for quiet time in a designated area.</p> <p>Children may sit at individual tables, use screens or learn outside the classroom to help them concentrate.</p> <p>Learning Support Assistants facilitate independence and self-help skills.</p> <p>Provision of self-check lists for different times of the day, such as transitions and home-time.</p>	<p>Learning Support Assistants facilitate independence and self-help skills.</p> <p>Individual timetables and task planners enable children to learn with increasing independence.</p> <p>Use of social stories to promote and encourage independence.</p>

Health, well-being and emotional support




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<p>Personal Social Health Education (PSHE) lessons and assemblies develops personal and social skills within all children.</p> <p>The school Family Liaison Officers (FLOs) are available to meet with children and families on a daily basis. They support the well-being of children and families, attendance to school and support social and emotional needs/skills.</p> <p>Use of a 'sharing' box to voice concerns and share suggestions with the school FLOs.</p> <p>All children have the opportunity to take part in the PASS survey which monitors the well-being of every child on an annual basis.</p> <p>Parent consultations provide opportunities to discuss the well being of each child alongside their academic progress.</p>	<p>Indoor and outdoor sanctuaries are run every playtime to support children who find these unstructured times challenging. Throughout these sessions, social skills are reinforced and embedded to promote successful play.</p> <p>A 'Managing Feelings' group is in place to support children who struggle to identify and understand their emotions and those of others.</p> <p>Gardening therapy is offered to support social and communication skills through team work and participation.</p> <p>Following the PASS survey, some children's well-being will be monitored further through the use of the Boxall scales.</p>	<p>Pastoral Support Plans are designed to address and support children's emotional and behavioural needs. These are created and reviewed with class teachers, children and parents/carers.</p> <p>Play therapy is offered where appropriate to individual children.</p> <p>The school can offer counselling and play therapy to individual children where appropriate and recommended.</p> <p>Early support meetings are held to support children and their families.</p> <p>Two members of staff are trained to deliver the ELSA programme where appropriate.</p>

<p>Children feel safe at school. A positive behaviour system is in place where all adults focus on promoting positive behaviours.</p> <p>The school has 5 named safeguarding leads: Executive Head Teacher; Debra Hines, Head of school; Mark Ashley-Jones, Inclusion Manager; Annamarie Godden, Assistant Headteachers; Siobhan Harkins and Laura Millum.</p>		
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The physical environment

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<p style="text-align: center;">The school is fully accessible for wheelchairs.</p> <p style="text-align: center;">There are disabled toilets in each of our main buildings.</p> <p style="text-align: center;">There are changing facilities in each of our main buildings and the swimming pool.</p> <p style="text-align: center;">The school is a secure site with fencing and locked gates.</p> <p style="text-align: center;">Robust systems ensure out of school activities are well managed.</p> <p style="text-align: center;">High standards of learning environments are maintained in all classrooms and corridors.</p> <p style="text-align: center;">The outdoor space is used well to support and enhance the curriculum.</p> <p style="text-align: center;">All sports and ICT equipment is tested.</p>	<p style="text-align: center;">The Specialist Resource Provision provides a safe and secure base for our pupils with ASD.</p> <p style="text-align: center;">There are designated quiet spaces around the school.</p> <p style="text-align: center;">The indoor and outside sanctuaries provide a quiet and safe environment during play-times.</p> <p style="text-align: center;">Sensory circuits are used to address and target sensory needs of children resulting in a calmer start to their day.</p>	<p style="text-align: center;">Specialist equipment allows disabled children to be independent.</p> <p style="text-align: center;">Provision is made to address sensory needs with the use of ear defenders and fiddle toys.</p> <p style="text-align: center;">Children with a disability will have an individual Personal Emergency Evacuation Plan (PEEP).</p>

Transition from year to year and setting to setting

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<p>Opportunities within our curriculum are provided to ensure all our children experience working with various staff members across the year.</p> <p>Whole school transition week, where classes move to their next class and experience being in a new setting with a new teacher. A whole school theme is set and explored within their new classes at the end of term and start in September.</p> <p>Parent consultations early in the academic year allow parents/carers to discuss the transition and how well each child has settled.</p> <p>Transition for the EYFS and nursery is supported by home visits and a variety of meetings and workshops.</p> <p>Transition days for year 6, including children in the SRP, ensures familiarity with the new setting prior to leaving JLPS.</p>	<p>Transition sheets/booklets are used to support children who need an extended transition. This might include several visits to the new setting and an information booklet.</p> <p>Resilience sessions and support will be offered to children who need or would benefit from an extended transition.</p>	<p>The Inclusion Manager from JLPS will have communications with the Inclusion manager/SENDco in the new setting to discuss children and their individual needs.</p> <p>Individual transition books in the form of social stories will be created for children where appropriate.</p> <p>Children will be given opportunities to visit the classroom more frequently. This could be in the form of a 'job' or taking a message.</p> <p>Social stories will be used to aide transition.</p>

Information about the policy for identification and assessment of pupils with SEN

At Joy Lane Primary School we monitor the progress of all pupils termly to review their academic progress. We also use a range of assessments with pupils at various points

e.g. Y1 phonics screening, end of Key Stage SATs, end of term assessments, speech link, language link, reading age and individual pupil assessment according to the child's potential barrier to learning.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support include daily reading, phonics support, Speech and Language programmes, in class English and Maths interventions and fine and gross motor skills support.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessments and work with external professionals and advisors to determine the cause of the learning difficulty.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put onto an intervention Provision Map and reviewed regularly where they will be refined / revised if necessary. Some children with more complex and higher level needs will require an Individual Provision Map (IPM). At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is usually available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

How the school evaluates the effectiveness of its provision for such pupils

Reviews of Provision Maps and IPM's will be informed by the views of the pupil, parents and teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the statement of SEND/EHCP, which will enable an evaluation of the effectiveness of the special provision for the child. The collation of all annual review evaluations of effectiveness will be reported to the SEN Governor.

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked termly. In addition to this, pupils with special educational needs may have additional assessments.

If these assessments do not show adequate progress is being made the Provision Map and/or the IPM will be reviewed and adjusted.

How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Joy Lane Primary School are available to pupils with special educational needs and disability either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will aim to purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Joy Lane School are invited to discuss the progress of their children at least twice a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to understand these needs better. From this point onwards the pupil may be identified as having special educational needs because special educational provision is being made and the parent will be invited to planning and reviews of this provision.

In addition to this, parents of pupils with a statement of SEND / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of child-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

The name and contact details of the SEN Co-ordinator

The Inclusion Team at Joy Lane Primary School is made up of several members of staff with a Special Needs background.

- Annamarie Godden is the Inclusion Manager and has completed the National Award for SEN Coordination with Christ Church University. She has been teaching for 10 years at Joy lane and worked with children with a high level of Special Needs prior to this. Annamarie works with the Inclusion team to ensure the needs of all the children at Joy Lane are being met and referrals are made where appropriate. She advises and supports Teachers in how to support the SEND needs and liaises with the children and parents in setting and reviewing individual targets.
- Laura King is a qualified SENCO having completed the National Award for SEN Coordination. Laura has been teaching for 12 years and been a member of Joy Lane Primary School for the last 4 years. Laura is a classroom teacher in year 1 and oversees the SEND in Nursery, Year R and KS1. Laura regularly liaises with the Inclusion Manager with regards to the impact of support and interventions and the progress children have made.
- Sally Bowler and Lisa Crocombe are both supporting SEND across KS2. Both Sally and Lisa have a background of SEND and a passion for making education accessible and enjoyable for all children despite ability.
- Laura Barrett is an Inclusion Assistant who has completed a Foundation degree with a focus on SEND. She has been at Joy Lane for 6 years and working as part of the Inclusion Team for the last two years. Laura leads interventions in the main stream school and carries out any assessments required to help identify barriers to learning.
- Jackie Elton is a school Family Liaison Officer. She has been part of the Joy Lane community for over 20 years and working in the FLO role for 10 years. Jackie works with families and multi-agencies where the well-being of the children is the primary focus.
- Hayley Allen is our second school Family Liaison Officer. She has been at Joy Lane for 4 years and has taken on the FLO role over the last two years. Hayley works with the children supporting social skills and their well-being.
- Sarah Baker is a Family Liaison officer overseeing and monitoring the progress and well-being of our more vulnerable pupils, Sarah has, throughout her time as TA, developed secure bonds with individual children and families which are essential to this role.

- Paula Ames is a Higher Level Teaching assistant who supports Speech and Language across the school. Paula works with individual children or small groups that require additional support with speech or language. Paula also works very closely with the Inclusion manager and experienced speech and language therapists in delivering support programmes.
- Julie Elbourn is a Higher Level Teaching Assistant who also supports speech and language. Julie works closely with the nursery, year R and year 1 delivering individual or small group support. Julie also leads the speech and language link assessments for children in year R.

Any member of the Inclusion Team can be contacted on the school telephone number- 01227 261430.

Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

This academic year teachers and teaching assistants have had training in safeguarding children and use of ICT. There have been various courses to support children and their identified needs such as anxiety support, clever hands, sensory circuits, supporting the sensory challenged child, autism and attachment, drawing therapy and ELSA support. There are many more scheduled for the remainder of the year which include supporting children with dyslexia and weak working memory.

We are also incredibly lucky to have our own Speech and Language support assistants. Paula Ames and Julie Elbourn are both HLTAs who have had extensive training and support from Speech and Language therapists.

Where a training need is identified beyond this we work to find a provider who is able to deliver it. Training providers we can approach are; special schools, specialist teachers, educational psychologist, speech and language therapist, occupational therapists, physiotherapists, dyslexia specialists etc. SEND training is included in the school training budget.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service for 9 days per year
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO eg Coastal Alliance

The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Joy Lane Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, a member of the Inclusion Team or the Head Teacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000,

Office: 0300 333 6474 and

Minicom: 0300 333 6484

<http://www.kenttrustweb.org.uk/kpps>

Information on where the local authority's local offer is published.

The local authority's local offer is published on the Kelsi website http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/sen_and_disabilities/local_offer.aspx

Parents without internet access should make an appointment with the Inclusion Team to gain the information they require.