



Learning Together,
Growing Together



Bywell CE (C) Junior School

SEND Information Report

2023

1. Our Ethos

Bywell C of E (C) Junior School is an inclusive school and works in partnership with children, Parents/Carers and other agencies to provide the best possible educational outcomes. We have high expectations for all of our children, and endeavour to support them to achieve their potential. We take into account the wide range of abilities, aptitudes and interests of our children in our planning, teaching and assessing, and strive to meet the needs of all children irrespective of their abilities or difficulties.

Our core values of **Friendship, Compassion, Peace, Justice and Endurance** underpin everything that we do. In our school community, everyone learns and grows together.

Contents

1. What kinds of SEND are provided for?
2. How does the school identify pupils with SEND?
3. What are the stages of SEND?
4. How school's resources/funding are allocated and matched to children's needs?
5. What are the different types of support available for children with SEND?
6. Who are the best people to talk to in school about my child's difficulties with learning and SEND?
7. Who are the people providing services to children with SEND and their families?
8. What support do we have for you as a Parent/Carer of a child with SEND?
9. How does the school enable pupils with SEND to engage in activities available to those in the school who do not have SEND?
10. What are the arrangements for assessing and reviewing pupils' progress towards outcomes?
11. How will we support your child when they are leaving this school or moving on to another class?
12. How are the teachers in school helped to work with children with SEND and what training do they have?
13. How is Bywell Junior School accessible to children with SEND?
14. What steps are taken by the school to ensure that children with Special Educational Needs or Disabilities are not treated unfavourably?
15. What should I do if I have a complaint about the SEND provision made at the school?
16. How can I find out about additional provision for children with SEND in and around Kirklees?

1. What kinds of SEND are provided for?

At Bywell, we strive to provide the best possible provision for all children. Children with Special Educational Needs and Disabilities (SEND) can be categorised into the following four broad areas of need as set out in the SEND Code of Practice 2015:

- **Communication and Interaction (C&I)** For example, children with Autism and/or speech and language difficulties.
- **Learning and Cognition (L&C)** For example, children with Dyslexia and/or Dyscalculia.
- **Physical and Sensory (P&S)** For example, children with a hearing or visual impairment.
- **Social Emotional and Mental Health Needs (SEMH)** For example, children with Attention Deficit Hyperactivity Disorder, Anxiety, Depression etc.

2. How does the school identify pupils with SEND?

Children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, which may include some of the following:

- Discussion/hand-over transition meetings with a previous school setting.
- Concerns raised by a Parent/Carer or Teacher with regard to learning, progress, behaviour or self-esteem.
- Liaison with external agencies – for a physical/sensory concern, speech and language
- Children with an EHCP (Education Health Care Plan) with additional needs already identified.
- Discussions at the regular Pupil Progress Meetings held between the class teacher and a member of SLT to discuss progress made in the core subjects.
- If staff feel that a child is not making the same progress as other pupils, or the 'gap' is widening, despite support within the classroom, intervention or targeted work.

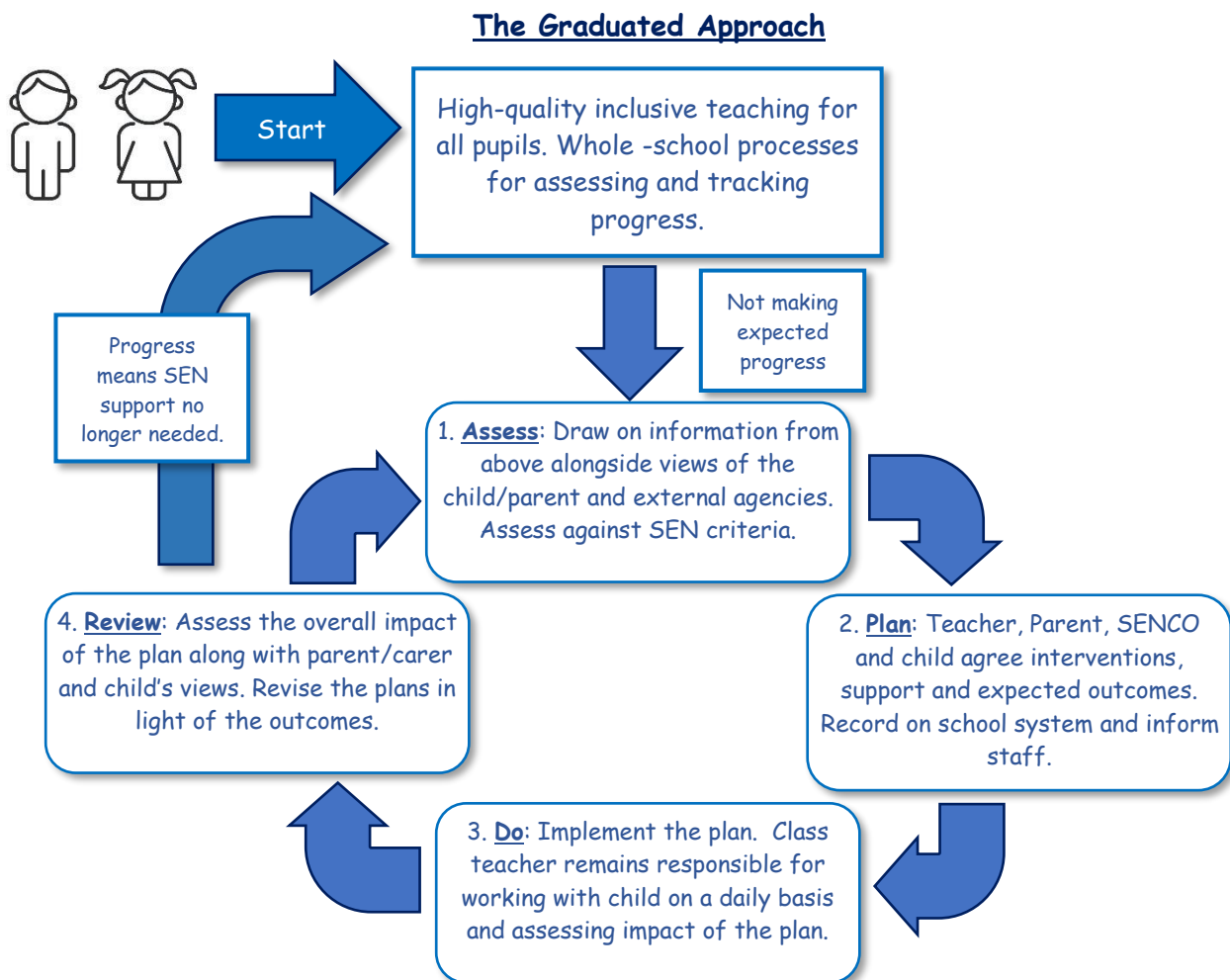
3. What are the stages of SEND?

For most children, access to quality first teaching supports children to make good progress. However, there are some children who may require a higher level of support either at SEN Support level or with an Education, Health and Care Plan (EHCP). These stages are outlined below.

SEN Support

A child who has been assessed as needing 'SEN Support' would continue to receive support within the classroom, but may also take part in some targeted interventions outside of quality first class-based teaching. When a child needs support that is 'additional to and different from' that which others receive, they are considered to be at an 'SEN Support' level. At Bywell, One Page Profiles are created for children with identified SEND, but who solely need reasonable adjustments to be put in place within the classroom or playground. If a child needs to work towards specific targets, an I-APDR Document (Individual Assess, Plan, Do, Review

Document) would be put in place to formalise the support that a child receives. These plans follow the *Graduated Approach* to supporting pupil's needs.



I-APDRs are reviewed by the Class Teacher and parent/carer at least 3 times in each academic year. A child at SEN Support may also need involvement from external agencies such as The Learning and Cognition Team, The Complex Communication Interaction Team, Social Emotional and Mental Health Outreach and Speech and Language Therapy. Other professionals such as physiotherapists, occupational therapists and specialist teachers for the visually impaired (VI) or hearing impaired (HI) team also work directly with children at SEN Support level. Their advice is incorporated into the I-APDR documents.

Education, Health and Care Plan (EHCP)

If evidence suggests that a child's needs are more complex and a higher level of support is needed, school or parents may apply for 'top up' funding through an application for an Education, Health and Care Plan (EHCP). The Local Authority will review any EHCP applications as a panel and decide whether to assess for an EHCP. If they agree to assess, an Educational Psychologist and other involved agencies would contribute their findings and an overall decision would be made as to whether to issue an EHCP.

If the Local Authority agree to issue an EHCP, they will determine the level of funding necessary to provide the specified provision and meet the child's needs and this will be recorded on the EHCP document. The EHCP will outline the support and provision that your child should receive alongside what strategies must be put in place. It will also include end of key stage medium term outcomes for your child.

Not all EHCP applications are successful and parents are within their right to appeal when their application has been unsuccessful. Support to carry out this process is available from Kirklees Information Advice Support Service (KIAS) <https://www.kias.org.uk/>.

4. How school's resources/funding are allocated and matched to children's needs?

The school budget, received from Kirklees Local Authority, includes money for supporting children with SEND. The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. The Headteacher, alongside the SENDCo and the Senior Leadership Team, agree on how the allocation of resources is used for children with additional needs. School will always be led by the needs of the child and will endeavour to provide the best possible provision with the resources and funding available to them.

5. What are the different types of support available for children with SEND?

At Bywell Junior School Class Teachers plan for all pupils in their class. They differentiate and scaffold to suit pupils' individual needs and are responsible for the assessment of progress. Children are taught as a whole class, as groups or 1:1 by both Class Teachers and Educational Teaching Assistants.

If a pupil has needs related to specific areas such as Maths, English, Spelling etc then that pupil may access additional support in a small focus group. This intervention will usually be run by a Teaching Assistant and reviewed by the Class Teacher and SENDCo. Our teaching of maths follows the sequence set out by White Rose Maths. This is differentiated or scaffolded where necessary for learners with SEND. This can sometimes mean that they receive a separate input within a small group if they are working at a level significantly different to the majority of their peers. For English, we use Jane Considine's, *The Write Stuff*. Many learners with SEND can access these lessons with scaffolding, but some pupils may need to work in a smaller group where the pace, pitch and challenge of the lesson is more appropriate and personalised to their needs.

Read Write Inc phonics is taught at Bywell. This is used as an intervention programme and runs throughout school to target and support pupils who require additional daily phonics teaching to improve reading and spelling. The children are grouped according to their assessed phonic level and this means that children may be in a group with peers from a different class. If a child reaches Year 6 and still need to access phonics, they will access the Fresh Start 1:1 phonics programme.

Pupil Progress Meetings are held each term where the Class Teacher meets with an SLT Mentor and discusses the progress of pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

In deciding whether to make special educational provision, the teacher and SENDCo will gather together information, may carry out observations and seek involvement of outside agencies/support. Where pupils are identified as having SEND, parents/carers will be informed and the school will record this information as the pupil receiving SEN Support.

Occasionally a pupil may need more expert support from an outside agency, such as Speech and Language Therapy Service, Educational Psychologist, SEMH Outreach, CCI Team or the Learning and Cognition Team. A referral will be made to the relevant agency with the permission of parents/carers. Where, despite the school having taken relevant action to access and meet the needs of a pupil with SEND, expected progress is not made, we may consider requesting an Education Health and Care assessment to the local authority.

6. Who are the best people to talk to in school about my child's difficulties with learning and SEND?

The Class Teacher should always be the initial point of contact if you have any concerns about your child's learning or social and emotional needs. They are usually the first people who really 'get to know your child' and will monitor their general well-being. They will contact you if they are concerned for any reason. Class Teachers are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like teacher focus, differentiated activities, equipment) and letting both Parents/Carers and the SENDCo know.
- Writing One Page Profiles and/or I-APDRs with specific targets to focus on.
- Identifying areas of concern and requesting additional advice or support from other year group colleagues, year-group leaders and the SENDCo
- Ensuring that other staff working with your child are supported to deliver the additional support/intervention so they can achieve the best possible progress
- Ensuring that the SEND Policy is followed within their classroom and for the pupils they teach with SEND.

The SENDCo - Mrs Rebecca Walker

All SEND (Special Educational Needs and Disabilities) provision is overseen and managed by the SENDCo, who ensures that the school adheres to the SEND Code of Practice 2014 and monitors, reviews and evaluates all SEND provision on a regular basis throughout the year, reporting to the Governing Body regarding how needs are being met and how SEN funding is being spent.

Their responsibilities include:

- Coordinating all the support for children with SEND across school and developing the school's SEND Policy to make sure all children get a consistent, high quality provision which meets their needs.
- Ensuring Parents/Carers are involved in their children's learning and are kept informed about the support that your child is receiving.
- Ensuring Parents/Carers are involved in the reviews of the support plans.

- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Liaising with all the other external agencies who may support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Physiotherapy, Outreach Support (e.g. CCI, SEMH Outreach Team and the L&C Team).
- Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Mrs Walker can be contacted by telephoning the school on 01924 460666 or e-mailing office@bywelljuniorschool.co.uk or sendco@bywelljuniorschool.co.uk

The Headteacher - Ms Z Adam

Their responsibilities include:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will allocate responsibility to the SENDCo and class teachers, but holds overall responsibility for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEN Governor - Mrs Kirsty Asquith

Their responsibilities include:

- Making sure that the school has an up to date SEND policy
- Ensuring that necessary support is made for any child who attends the school who has SEND.
- Visits to school in order to understand and monitor the support given to children with SEND in the school.

7. Who are the people providing services to children with SEND and their families?

Bywell Junior School

Within school, Senior Leaders, Teachers, Learning Mentors and Educational Teaching Assistants are highly skilled in meeting the individual learning, behaviour and social needs of our pupils. The school recognises the importance of pastoral support and currently funds four Learning Mentors who work throughout school. Education Teaching Assistants are deployed to support small groups and carry out interventions as required.

External support

We also have access to a range of external support services and welcome opportunities to work co-operatively to gain the best outcomes: Educational Psychology Service, Speech and Language Therapy, Social Emotional and Mental Health Outreach service, The Learning and Cognition Team. The Complex Communication Interaction (CCI) Team, the Visually Impaired

Team and the Hearing Impaired Team. School can also seek support from the School Nursing Team, CAMHs (Children and Adolescent Mental Health service), ChEWs (Children's Emotional Welfare service), PPRS (Primary Pupil Referral Service), Occupational Therapy and Physiotherapy.

8. What support do we have for you as a parent/carer of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you and sometimes, outside professionals will want to meet with you to ascertain your parent views directly.

A home/school contact book may also be used to support communication between school staff and parents

Parents are able to speak with one of our Learning Mentors to discuss any issues that may involve pastoral support and the Learning Mentor Team also hold coffee mornings for parents whose children access the pastoral support. This allows them to speak directly with the Learning Mentors and network with parents who have children in similar situations.

9. How does the school enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

All pupils at Bywell Junior School benefit from a range of teaching and learning styles, a creative and differentiated curriculum, a range of differentiated learning materials e.g. writing frames, spelling cards, assessment procedures, computer-based programmes, practical activities based on the age range the child is working within, intervention programmes for additional support, differentiated booster groups and extra-curricular activities. It may be that your child needs specialist equipment e.g. sloping boards, pencil grips, posture support or overlays. These can be provided by school or with support from outside agencies.

Our curriculum is based on The National Curriculum and includes all mainstream subject areas, adapted by staff to enable pupils to access the subjects appropriately in a meaningful and purposeful way. In addition to the teaching, we use a wide variety of interventions to facilitate access to the curriculum. A full list of the interventions used can be found on the website on the SEND page.

As a fully inclusive school we aim to ensure that all of our extra-curricular activities are carefully planned for all children, including those with specific needs. Each activity is risk assessed by the class teacher, Health & Safety Officer and Senior Leadership Team. The extent to which each child participates and the levels of support received will vary between children, but we differentiate the activities. Parents/carers are involved in discussions regarding visits and may be asked to support visits if required.

10. What are the arrangements for assessing and reviewing pupils' progress towards outcomes?

Teaching staff continually review the children's progress within school. This is done through the following;

- Termly meetings between the SENDCo and the Class Teacher for children with identified SEND, Personalised Plans, My Support Plans or Education, Health and Care plan (EHC plan).
- Full Annual Review for children with an EHC Plan, including any external agencies if required.
- The SENDCo, Senior Leadership Team and Class Teacher monitor termly assessment data.
- Learning Walks throughout school take place with the Senior Leadership Team and subject leaders.
- 'Book looks' are held throughout the year with The Wider Leadership Team.
- I-APDRs are reviewed and created in collaboration with parents at least three times per year.
- Annual Reports are sent home detailing your child's progress. (Summer term).
- Other methods such as Home-school books are used where needed.

Some children with SEND progress at a slower rate, and it is not always possible to capture their progress through the formal assessment methods. At Bywell, staff use B-Squared as an assessment tool to monitor the children's progress and track the 'small steps' that some children with an identified SEND make.

11. How will school prepare and support my child to transition to and from Bywell Junior School?

Moving to Bywell from an infant school

We work hard to ensure the transition from the infant schools into Bywell goes as smoothly as possible. Mrs Walker is our SENDCo, Assistant Headteacher and Year 3 Leader, and she visits the main feeder schools in the Summer Term with children from Year 3 to share information and answer questions. Children will attend a transition morning and, where possible, the class teachers will also visit the children in their infant school. If your child transfers from another school, a personal visit is made to see them in their infant school.

Where children have identified SEND before starting at Bywell, we work closely with the staff and agencies involved to ensure that all information is gathered and the transition into our school runs as smoothly as possible. The transition package very much depends upon the needs of the child. Some children require an additional transition session with their new class teacher or a book about the school to familiarise themselves with the new staff. The school SENDCo works in close collaboration with the feeder school SENCOs to hand over relevant information and discuss the needs of the children arriving at Bywell. Meetings are also held between the Year 3 and Year 2 teachers to discuss information relating to all your child's needs

If your child is particularly anxious or you wish to discuss any aspect of additional needs we are able to meet with you in the Summer Term before your child begins school. If your child has an EHCP, we will endeavour to attend the Annual Review prior to attending Bywell. All Parents/Carers are encouraged to attend a 'New Parents/Carer Evening' where they will be able to meet relevant staff and familiarise themselves with the school environment.

If children transfer during other times, every effort will be made to make their transition as easy as possible.

Transitioning from Bywell to high schools

We understand that moving on to high school can feel like a daunting time for both parents and children. We always endeavour to make this transition run as smoothly as possible. We have close links with the local secondary schools that our pupils move to and below are some of the actions that we take to ensure a smooth transition for all pupils.

- Meetings are held between the secondary school SENDCo, Learning Mentor or Year-group Leader and the SENDCo from Bywell. Specific needs of the children are discussed.
- The Year Group and Pastoral Team usually meet with the Year 6 Team to discuss all of the children individually.
- Children with SEND are usually offered additional visits to the high school in addition to the National Transition Day.
- Relevant paperwork is passed on and they are made aware of any special requirements, both educationally and pastorally. We will ensure that all relevant records about your child are passed on as soon as possible (in line with General Data Protection Regulations 2018).
- All pupils spend time in their new school. The length of time varies depending on the school they are moving to.
- In some cases, staff from the new school will visit your child in this school.
- Any specific transition arrangements should be discussed at the end of Year 4 in order for clear plans and arrangements to be made.

12. How are the teachers in school supported to work with children with SEND and what training do they have?

All staff value their continued professional development and are willing and keen to undertake further training to support the children with SEND in our school.

Staff have attended training sessions on: Positive Handling, Precision Teaching, Attachment Disorder, SENDCo training, SEND and Quality First Teaching, Selective Mutism, Adverse Childhood Experiences (ACEs), Safeguarding/PREVENT and Paediatric First Aid. A training log is maintained by the school office.

Our SENDCo has achieved the National Award in Special Education Needs Coordination

13. How is Bywell Junior School accessible to children with SEND?

- The school building is all on one level and fully wheelchair accessible.
- The school has arrangements for disabled parking (child or carer).
- All classrooms are fully equipped, or can be usually be adapted, to meet the needs of individual pupils
- Visual timetables are in every classroom. Individuals may also have personal visual timetables, task planners, work stations and timers to support
- Our classrooms are semi-open plan which can pose a challenge for those with auditory, sensory or social, emotional and mental health needs.

14. What steps are taken by the school to ensure that children with Special Educational Needs or Disabilities are not treated unfavourably?

Children with SEND are encouraged to be part of all aspects of school life from school council, Bywell Buddy and Sports Leader positions to taking part in school trips and residential. The school currently runs two annual residentials to Robinwood and to London, and every effort is made to ensure that all children have access to these opportunities. Children with SEND are included and encouraged to take part in our after-school clubs and take part within inter-school sports competitions.

Bywell Junior School is fully wheelchair accessible and each unit has one larger toilet cubicle which can accommodate a child with a wheelchair. Staff have undergone Epipen training, Diabetes training and liaise with specialist external agencies (e.g. Occupational Therapy, Physiotherapy and Dieticians etc) where needed in specific cases.

The arrangement for the admission of pupils with disabilities are the same as those applied to pupils without disabilities. The admission arrangements can be found on the school website in the Admissions Policy. This is found in the 'Key Information' section. The school's accessibility policy can also be found in the same place.

15. What should I do if I have a complaint about the SEND provision made at the school?

- If you have concerns about your child's progress you should speak to your child's class teacher in the first instance. You can contact school via phone or email to arrange a meeting with the Class Teacher.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Headteacher.
- Please feel free to contact the school office if you wish to talk to the SENDCo or Headteacher on 01924 460666 or email sendco@bywelljuniorschool.co.uk. We always endeavour to respond to concerns promptly. Office hours are 8:00am-4:30pm.
- If you are still unhappy with how your complaint has been managed, please refer to the complaints policy which can be found under the 'Key Information' tab on the school website.

16. How can I find out about additional provision for children with SEND in and around Kirklees?

More information regarding services and support that is available to parents and children within the Kirklees area can be found at <https://www.kirkleeslocaloffer.org.uk/>