

## Special Educational Needs at Nook Lane Junior School

<b>What types of SEN/D do we provide for?</b>	We aim to meet the needs of all of our children. This includes children who may have – cognition and learning needs, including specific learning difficulties, speech and language needs, including children with social communication needs, social, emotional and mental health needs and physical and/or medial needs.
<b>How do we identify and assess pupils with SEN/D?</b>	We evaluate every child's attainment and progress each term. We aim to identify barriers to learning or causes for lack of progress or low attainment. We employ strategies to overcome barriers to learning and evaluate the effectiveness of our strategies and interventions as part of our plan/do/review cycle. If further support is needed to help us with appropriate strategies, we request advice from external agencies including learning support, speech and language. The autism team and educational psychology. If additional and different provision is needed for the child, an SEN Support plan will be developed with parents.
<b>Who is our Special Educational Needs Co-ordinator and how can she be contacted?</b>	Diane Wilkinson 0114 2341097 Or <a href="mailto:dwilkinson@nooklane.sheffield.sch.uk">dwilkinson@nooklane.sheffield.sch.uk</a>
<b>What is our approach to teaching pupils with SEN/D?</b>	Each child's strengths and areas to develop are considered and planned for as part of quality first teaching delivered by the class teacher, known as wave 1 or level 1 on the Sheffield Support Grid. Children may be supported by teaching assistant led groups or teacher led groups, this is known as wave 2 or level 2 on the Sheffield Support Grid. Sometimes, specific work, suggested by an external agency may be delivered to the child in a 1:1, small group or whole class situation, known as wave 3 intervention.
<b>How do we adapt the curriculum and learning environment?</b>	We ensure that appropriate modifications are made to support all learners in terms of physical and human resources. Work will be differentiated to match a child's need and resources provided to further enhance progress.
<b>How do we consult parents of children with SEN/D and involve them in their education?</b>	We work in close partnership with parents. Parents would be invited to meet with the class teacher and SENCo if it was felt that further assessment of a child's need was needed. Parents will then be invited to termly review meetings to discuss targets and progress towards them. Parents are also welcome to meet with the class teacher and/or SENCo at any other times during the year as needed.
<b>How do we consult with pupils with SEN/D and involve them in their education?</b>	Each child, where appropriate will complete a One Page Profile with their class teacher which outlines the child's likes and dislikes and what they find difficult. It allows children to discuss the strategies with their class teacher that support their learning and development.
<b>How do we assess and review pupils' progress?</b>	Pupil progress meetings take place every term and every child's progress is discussed. Where children are thought to be making slow progress, additional school assessments are carried out with the child after discussion with the child's parents. Interventions may then be put in place for an agreed period. The child will be assessed at the end of the intervention to evaluate progress made and considerations will be made regarding accessing further support from external agencies, continuing with the current provision or changing the support. Targets will be developed on the pupil's SEN Support Plan/My Plan.
<b>How do we support pupils moving between different stages of education?</b>	Class teachers have transition meetings with the receiving teacher including discussions about each child's needs and the provision given. One Page profiles and SEN Support Plans/My Plans will be shared with the new teacher as well as reports from external agencies. The SENCo also liaises with the SENCOS from other school in order to share information. Some children may need additional transition visits to their new school.

<b>How do we support pupils preparing for adulthood?</b>	We provide ample opportunity for children to develop their independence. We ensure children who need additional support are given opportunities to practise skills which they will need to develop their confidence and abilities as they progress through school into adulthood.
<b>How do we support pupils with SEN/D to develop their social and emotional skills?</b>	We monitor and observe the feelings and behaviours of our children on a daily basis. Using information from children, families, attendance data, SEAL scores, attendance at reflection time we aim to build up a profile of a child's social and emotional needs over time and in different contexts and learning environments. We use a variety of assessment tools to support our observations – Boxall Profile, checklists from Ryegate, Sheffield Initial Concerns checklists as well as information from the child's family. We work closely with our educational psychologist and offer informal consultations with families. Referrals to MAST can be made to support the child. We may support a GP's referral to CAMHS (Child and Adolescent Mental health Service). We actively promote emotional health and well-being through our PSICHE programme including weekly lessons and assemblies.
<b>What expertise and training do our staff have to support pupils with SEN/D?</b>	Within our locality (G), we organise and participate in training to support staff to support children's needs. Teaching Assistants have received training to deliver interventions linked to literacy and numeracy as well as social and emotional needs and speech and language skills. We receive support and guidance from learning support, speech and language team (SALT), the autism team and our educational psychologist, Anna Critchley. All staff have accessed training linked to autism, attachment, assessment for learning using the Birmingham Toolkit and the Sheffield Support Grid. We also access literacy and maths training for all staff as part of the whole school CPD programme.
<b>How do we involve other organisations in meeting the needs of pupils with SEN/D and supporting their families?</b>	We work in collaboration with many external agencies – the Sheffield Children's Hospital, Ryegate Children's centre, CAMHS, Speech & Language Team, learning support, the autism team, educational psychology service, MAST, medical teams including HI, VI, ADHD and the Epilepsy teams. We also follow programmes from the physiotherapy and occupational therapy teams.
<b>How do we evaluate the effectiveness of our provision?</b>	We monitor progress of all learners each term. Children receiving additional support will access a baseline assessment and a further assessment at the end of a programme of support. At termly SEN/D review meetings, the class teacher and SENCo will have a discussion with parents about the next steps of support, this may include continuing with the current interventions or changing/stopping the interventions and /or accessing advice and support from external agencies. We would also consider other qualitative and quantitative measures such as attendance, self- esteem and independence levels.
<b>How do we manage complaints from parents of children with SEN/D?</b>	Parents can make an appointment with the class teacher, SENCo or Headteacher to resolve any issues quickly and effectively. There is a separate Complaints Policy on our school website which details the complete process.
<b>Who can children and parents contact if they have concerns?</b>	Initially a parent may wish to speak with their child's class teacher or an appointment could be made with the SENCo via the school office or by contacting the SENCo directly.
<b>What support processes are available to parents?</b>	Parents can make an appointment with the SENCo if they have any concerns about their child's learning or development. There is also support available from MAST (Multi-Agency Support Team), which school or the GP can refer families to. There are also other services such as SENDIAS, who support families caring for children with SEN/D. Parents can also gain advice and referrals through their GP.
<b>Where can the local authority's local offer be found? How have we contributed towards this?</b>	Please see the school's website for Nook Lane's Local Offer.