

Iver Heath Junior School



SEND Information Report 2024-25

At Iver Heath Junior School, we value every child and aim to meet the individual needs of each pupil in order for them to achieve their potential. All children are entitled to a broad and balanced curriculum, which is matched to meet their needs. We encourage children to believe in themselves and to recognise their strengths. We nurture a school community spirit in which children care for others and their surroundings.

We hope the following information will explain the SEND provision available at our school. If you require further information, please contact the Inclusion Leader/Special Educational Needs Coordinator, Mrs Collins on 01753 651382

How does our school identify which pupils have special educational needs (SEN)?
We regularly monitor children's progress towards meeting their targets. If the evidence suggests that they are not making the expected progress, the class teacher, in discussion with Mrs Collins (Inclusion Leader) and the Senior Leadership Team (SLT), will decide whether additional and/or different provision is necessary.
What are the first steps our school take if special educational needs are identified?
If we have concerns about your child, we will inform you and work together with you to put in place a programme designed to support your child's learning.
What should parents/carers do if they think their child has SEND? How can they raise concerns?
If you become worried about your child's learning or you receive a diagnosis which you feel affects your child's learning, please talk to your child's class teacher.
How will our school include parents and pupils in planning support?
We will ask you to work with us to support your child's learning and we may ask you to do specific activities at home, in addition or to replace any homework which has been set. Please keep in contact with us. Talking to your child's class teacher regularly, sharing information about home and school learning, is vital in supporting your child. We need to ensure that we are completing complementary activities to support them and can share what is working. <i>Your support is vital in your child's education.</i>
How will our school teach and support pupils with SEND?
All class teachers will have high expectations for your child and all teaching is based on building on what your child already knows, can do and can understand. The teacher may put in place different ways of teaching so that your child is fully involved in learning in class. This might include things like using more practical learning or providing different resources adapted for your child. Learning Support Assistants are often used to help the class teacher support the learning needs of all pupils. Class teachers work closely with the Inclusion Leader to develop specific

strategies (which may be supported by staff from outside agencies) to enable your child to access the learning tasks. We may suggest that your child needs some additional individual support or group support in school. We will tell you how the support will be used and what strategies will be put in place. If your child has an Education Health Care Plan (EHCP) we aim to ensure the stipulated levels of support are provided.

How does our school plan the support?

Each term the class teachers discuss the progress of their pupils with members of the Senior Leadership Team. Any pupils not making progress are identified and appropriate intervention strategies are planned. This will vary according to the needs of the child but could be extra one to one support or support in a small group. These interventions are planned by the class teacher. The aim of these interventions is to narrow the gap between where your child is and where they should be as quickly as possible.

What are Buckinghamshire schools expected to provide from their budget?

The local authority provides funding for schools to meet the needs of all children with SEND.

Currently funding is divided into 3 parts-

1. Core funding - the money schools receive based on the number of pupils at the school.
2. Additional Support Funding - money to help meet the needs of pupils with SEND.
3. Top-up funding is provided for pupils who require support in excess of £6000. (This requires an Education Health Care Plan.)

How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us and how will we involve parents and pupils in this process?

Every child's progress is monitored on a termly basis through a variety of assessments. If a child attends or receives an intervention, clear entry and exit criteria are used to monitor and measure progress. Provision Maps are written if the child is on the SEN register. Parents and pupils are invited to provide their input on Provision Maps. All progress data is used in discussions with parents and with outside agencies if necessary. Data collected from assessments is used to inform the effectiveness of our SEND provision.

Who will be working with your child?

Your child's class teacher will plan your child's education. Depending on the intervention required, your child may be working in a small group with support. Sometimes a pupil requires support to access the curriculum or to manage their behaviour. A Learning Support Assistant (LSA) may support your child in some lessons or at certain times of the day. Sometimes staff from outside agencies, (for example; Speech and Language therapists, Specialist teachers, Educational Psychologists) work in school with individual pupils. You will be informed if this should be necessary.

How does our school ensure that the information about a pupil's SEND is shared and understood by teachers and all relevant staff who come into contact with that child?

The class teachers and Inclusion Leader work closely together to ensure necessary information about your child is shared with the staff who need to have this knowledge. Class teachers have a designated file for collating the information we have about your child's special educational needs and/or disability (SEND). This information is passed onto, and discussed with, your child's next teacher before the end of the summer term.

What role will the child's teacher play?

All teachers are teachers of children with SEND. Your child's class teacher will plan to include everyone in their lessons. Class teachers ensure work is provided at the appropriate level for children to learn and make good progress. The class teacher should be your first point of contact if you have any concerns about your child's progress or well-being.

What intervention programmes does our school run for pupils with SEND and how are they delivered?

Interventions are tailored to the needs of the individual pupils. We may use programmes such as Rapid Phonics and Rapid Read and interventions such as Precision monitoring. Interventions may be delivered by teachers or teaching assistants on a one-to-one basis or in small groups.

What support does our school put in place for pupils who find it difficult to conform to behaviour expectations and how do we support pupils to avoid exclusion?

We work closely with the parents of any child whose behaviour is a concern. We develop individual behaviour plans built on the needs of each pupil. Where necessary we will work with Educational Psychologists and Behaviour Specialists.

Which other services do we use to provide for and support our pupils?

We have access to the School Nurse Service, the Advisory Teaching Service, the Educational Psychology Service, Buckinghamshire Speech and Language Services and Occupational Therapy. We are keen to work with all outside agencies who can provide the support a pupil needs.

How does our school provide support to improve the emotional and social developments of our SEND pupils?

If we have concerns about a child's emotional development, we track their wellbeing through discussions with the year group team, the SENDCo and SLT and then closely monitored. We have a strong pastoral system which places the class teacher at the centre of support provided.

We have access to the School Nurse Service.

For children who have difficulties with social interaction, we may run social groups to help them learn social skills. The class teacher aims to include children who require extra support with social interactions and teamwork or turn taking by placing them into carefully chosen groups with adult support and guidance. Further support is provided through targeted PSHE lessons.

Currently we offer extra sport sessions with our Sports Coach for children in small groups targeting confidence building.

A team of Year 6 Play Leaders organise a range of activities and games to play with all pupils at lunch times. The mid-day supervisors also organise a variety of activities for the pupils.

The school views relationships and emotional wellbeing as vital to learning. We have a clear behaviour management policy that has flexibility built in to accommodate the individual needs of pupils. We have a nurturing ethos and we support those who find unstructured times difficult. Breakfast club is also offered as a means of easing pupils into the school day. Additionally, we offer a number of interventions focused on emotional support such as peer mentors and pastoral support which is integrated throughout each day.

What measures are in place in our school to prevent bullying?

All pupils are taught to tell an adult if they feel they are being bullied or use our Tell Me Box. We work alongside the Anti-Bullying Alliance and have adopted their definition of bullying, which can be found in our policies and on our Anti-Bullying display. A team of children called Agents for Change act as anti-bullying ambassadors and support the school in its aim to prevent bullying. We have an Anti-Bullying Policy and a Child-on-Child Abuse Policy in place, which is referred to often with the children. In addition to taking part in Anti-Bullying Week each year, regular anti-bullying lessons and assemblies take place and children are given the opportunity, through role play and a wide range of activities to recognise and understand what bullying is and what to do if they are worried. Incidents of bullying are dealt with swiftly.

How does our school manage the administration of medications?

If your child needs regular medication (for example they are diabetic) we complete a care plan with you. The plan sets out the care needed by your child and what we need to do to keep your child healthy in school.

How does our school help with personal care where this is needed? (For instance: toileting, eating)

If your child needs help with personal care, we will complete a care plan with you to ensure staff are aware of your child's exact needs and what we need to do to meet those needs in school. Depending on the type of personal care required, we may also complete a risk assessment.

What is our policy on day trips, school outings for health and safety arrangements?

We want all pupils to have access to school off site visits. A risk assessment will be written for your child if they have additional or different needs to their peers which may pose a risk on the visit.

What access do our SEND pupils have to facilities and extra-curricular activities available to all children?

All pupils are encouraged to participate in a wide range of extra-curricular activities and we strive to ensure these are accessible to every pupil.

How do we prepare our school to welcome and support SEND pupils who start mid-term? How do we arrange and support a transfer to another school/educational establishment?

Prior to joining the school, we will invite you and your child to visit when you will be shown round by the head teacher or a member of leadership team seeing it in action. This will be a chance for you to ask any questions that you may have and to tell us about your child.

We recognise that 'moving on' can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible. Towards the end of the summer term the children changing schools take part in 'taster days'. These visits allow pupils to get a 'taste' of their new school. Extra transition visits and activities are arranged as necessary for children with SEND.

In the summer term, in addition to spending a day teaching and getting to know their new classes, Year 3 class teachers and the Inclusion Leader meet with Year 2 teachers and Infant School SENCo to discuss the needs and abilities of the pupils moving to our school.

Year 6 staff and the Inclusion Leader liaise with the receiving secondary schools to ensure they know about any special arrangements or support that needs to be made for your child. The children visit their new school for all or part of the day with their peers.

We make sure that all records about your child are passed on, in a secure manner, as quickly as possible.
What special arrangements are made for exams?
We follow the guidance provided for special access arrangements for statutory assessment tests.
How accessible is our school to pupils with SEND?
Iver Heath Junior School has two floors in the main building. All ground floor areas of the school are accessible for wheelchair users. We have one accessible toilet.
Where can you find our SEND policy?
Please see the website.
What role do the governors have? What does our SEND governor do?
Governors support the school with strategic decision making and in evaluating the quality of learning experience for all children through the employment of the School Improvement Partner. Link Governors for SEND and Looked After Children routinely visit the school to evaluate its policies and practice.
What can you do if you believe there is a problem?
Our policy is to address any concerns as soon as possible. We seek to provide the best opportunity for all children and any concern should be discussed with the appropriate staff member in the first instance. If you wish to make a complaint about the service you receive, please follow the procedures set out in the complaints policy which can be found on the school website.
How can parents/carers arrange a visit to our school? What is involved?
Please contact the office on 01753 651382 and make an appointment to visit the school or to meet the class teacher or the Inclusion Leader.
Who can you contact for more information?
Special Educational Needs and Disability Information Advice and Service (Bucks SENDIAS) provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old. Freephone telephone helpline 01296 383 754 Further support and advice including the Local Offer and Family Support Services can be found using this web address: https://familyinfo.buckinghamshire.gov.uk/send/
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