



Welcome to SEND at West Leigh Junior School

SEND Information Report

September 2023 – September 2024

Key People



Mrs. S. Halls

SEND Coordinator (SENDCo)

- I lead and manage SEND in school.

Contact details:

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- 01702 478593



Mrs. C. Woolf

Executive Head Teacher

- I lead and manage the whole school.

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Welcome to West Leigh Junior School

Ronald Hill Grove, Leigh on Sea, Essex, SS9 2JB

Ages 7-11

Our welcome booklet unites our SEND Information Report and SEND policy. This makes it easier for parents and staff to find SEND information more easily. Any questions or comments, please get in touch.

Contents

2	What is SEND? Our Ambitions		11	Our Team: Who's Who
3	Types of SEND		13	Staff Training
4	Identification of SEND		14	Specialist Help
5	How we meet Children's Needs		15	When Children Join or Leave
6	Assess, Plan, Do, Review		16	Our Buildings Equipment for SEND Children
7	Targets		17	Your Questions Answered
8	The Role of Parents Support for Parents		19	Looked After Children,
10	The Role of Children		20	Complaints, Exclusions, SEND Laws and Monitoring

What is SEND?

A child has SEND if they have a **learning difficulty** or **disability for which** we need to make **special provision**.

Some key terms explained:

- **Learning Difficulty:** when a child finds it harder to learn than most other children.
- **Disability:** something that hinders a child from using our school facilities.
- **Special provision:** is support that is extra or different from what is typically provided.

What are our Values?

Every child with SEND can thrive. We do everything we can to make sure that happens.

That means we:

- provide lessons that meet the needs of every child;
- make reasonable adjustments to lessons and our school environment;
- provide staff training to expand our SEND expertise.

What are our ambitions for children who have SEND?

We are ambitious for all children with SEND. We want them to make excellent progress. This means they will know more, remember more and be able to do more, despite their SEND.

We want to give them the knowledge and skills they need for adult life. We think about both long term and short term.

In the long term, we want our children with SEND to:

- have excellent basic skills (especially in reading, writing and maths)
- have good friends and relationships
- live a healthy and independent life in the community
- be successful in work.

What are the types of SEND?



The four categories of SEND

Schools follow the guidelines from the Government's SEND Code of Practice, where SEND is broken up into four categories:

1. Cognition and Learning (C&L), including:

- Learning difficulties;
- Dyslexia & dyscalculia;
- Focus, attention, or memory difficulties.

2. Communication and Interaction (C&I), including:

- Autism / ASD;
- Social communication difficulties (other than autism);
- Speech & language difficulties (e.g. receptive language difficulties, selective mutism, tongue tie).

3. Social, Emotional Mental Health (SEMH), including

- ADHD;
- Anxiety;
- Dysregulated behaviour.

4. Physical / Sensory needs, including:

- Physical needs (e.g. cerebral palsy, dyspraxia);
- Deafness or hearing difficulty;
- Blind or visually impaired.

Some children have more than one type of SEND.

We welcome children with all the above types of SEND who have applied for a place.

If a child has complex needs, we consider admissions on a case by case basis (through an Education Health and Care plan consultation). For more information on this, please contact our Special Educational Needs and Disabilities Co-ordinator.

Identification of SEND



How do we decide if a child has SEND?

We will assess the child. This might be an assessment of reading, writing or maths. It could also be assessing a child's social skills or behaviour.

Some parents give us extra information to help us make decisions. For example, this could be an eye clinic report about sight loss, or an autism diagnosis letter.

Sometimes our assessment might be quick. Sometimes SEND only becomes clear when we assess a child over a longer period.

When we assess, we always look out for:

- A child making less progress than their peers;
- A child making less progress than they did before;
- A child not closing the gap between them and their peers (despite any extra help that we have given).

Sometimes, we ask outside experts to assess children and give us advice.



Is it always SEND?

Slow progress does not always mean a child has SEND. When we are assessing whether a child has SEND, we also consider other factors such as:

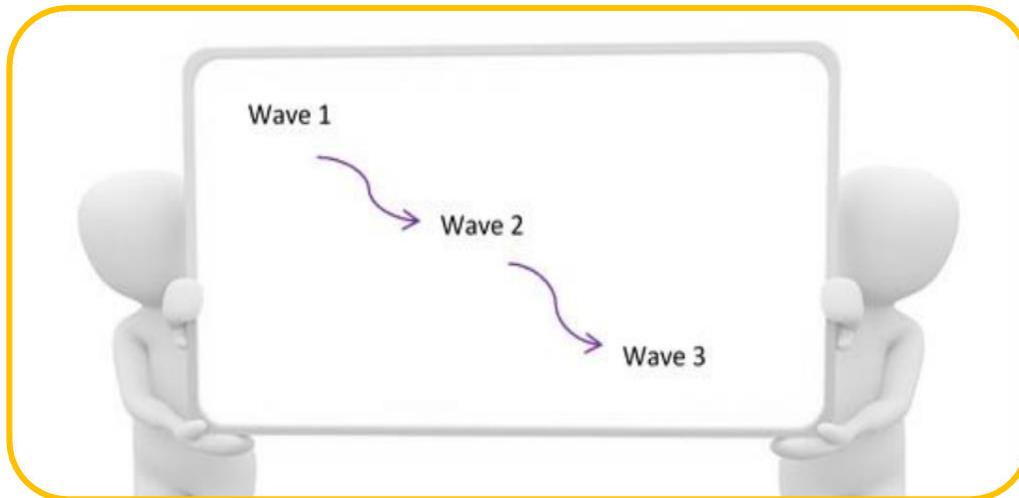
- Attendance
- Issues in that child's life (e.g. bereavement)
- Issues in school (e.g. friendships)

Often teachers address progress issues via adjustments to what is already on offer, without needing SEND provision.

A child does not have SEND just because English is not their first language (although they could have SEND as well).

Also, a child doesn't have SEND just because they were born in summer term (and so have had less time in school than their September born peers).

How do we meet children's needs?



Overview

Children's special educational needs and disabilities are varied. Not all children need the same level of support. Where need is higher, we usually take more actions. Where need is lower, we might only need two or three adjustments.

We match the level of support to the child's level of need. This matching is called our **graduated response**.

The levels of support are often called **waves** of support.

Schools have three waves of support:

- **Wave 1:** Support and opportunities that every child has.
- **Wave 2:** Support and opportunities for children who need a little extra help.
- **Wave 3:** SEND support for children to meet their very individual needs.

Teachers and support staff work at all levels of support.

Wave 1

This is quality teaching led by the class teacher. It includes:

- ✓ Teachers who are ambitious for all their children.
- ✓ Well planned lessons that are adapted (i.e. adjusted) to engage all children.
- ✓ Resources that help all children succeed (e.g. writing frames, number lines).
- ✓ Opportunities for children to practice and use their learning in different situations.
- ✓ Teachers assessing children to help them know when to move on and what to teach next.
- ✓ Behaviour and reward systems that motivate children.

Wave 2

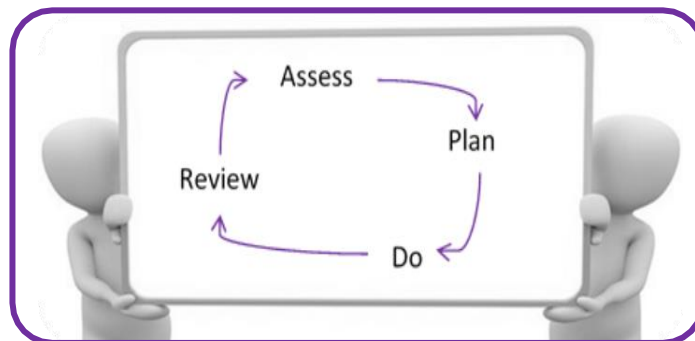
This is for children who need extra support to catch up with their peers. It is often small group work, either in the classroom or elsewhere in school. For example:

- ✓ Small group interventions for English or maths.
- ✓ Extra Learning Support Assistants in lessons.
- ✓ Extra phonics sessions in a small group.
- ✓ Extra maths sessions in a small group
- ✓ Social skills groups.
- ✓ Anger management groups.
- ✓ SNIP spelling programme
- ✓ Use of the Nesy spelling programme

Wave 3

This means personalised SEND interventions. For example:

- ✓ Phonics support.
- ✓ Work to help fine motor skills (e.g. doing buttons, hand strength exercises).
- ✓ 1:1 speech therapy work.
- ✓ Social Stories.
- ✓ An individual positive behaviour programme.
- ✓ Physiotherapy work.
- ✓ Tweaks to the child's environment (e.g. a visual timetable, a calming area).
- ✓ Person-Centred Plans



Assess, Plan, Do, Review

All our SEND support fits into a four-part cycle called *Assess, Plan, Do, Review*.

Assess: We decide what the child's needs are.

Plan: We set targets. We decide how we support the child to meet these targets.

Do: Everyone follows the plans we've agreed.

Review: We look at how well the plans worked. We agree what to do next.

Each cycle takes one school term and there are three cycles per year.

Sometimes this timescale is shorter (e.g. we are working on an important safety target or because the child is very young and is changing quickly).

Targets



SMART Targets

For those children with an EHCP, we set targets so that staff, parents, and children know what we are all working towards. These targets are part of a child's SEND Support Plan.

We often call these **SMART** targets. SMART targets are:

- ✓ **Specific:** We say exactly what the next small step will be for the child.
- ✓ **Measurable:** We say how we will know if the child is meeting the target.
- ✓ **Achievable:** We will be ambitious for the child, but it still needs to be achievable.
- ✓ **Relevant:** We link it to the child's difficulties or what they need to achieve next.
- ✓ **Time bound:** Targets are normally set to for one term (10-14 weeks).
- ✓

How are Targets Specific?

Specific targets say what the child **will be able to do**. We avoid words that are vague. Instead, we use action words to write targets (e.g. read, write, take turns).

Vague Words (We avoid these)	Specific Action Words (We use these)	Examples
Improve	Add	Joe will add numbers up to 6 using apparatus (e.g. cubes).
Continue	Read	Joe will read all Phase 4 tricky words.
Develop	Say	Joe will say sentences that include where or when something happened (e.g. "In the water, the shark hunted her lunch"; "The woodcutter ate his lunch when the sun was high").
Behave	Use	Joe will use calming strategies (e.g. blutack, weighted dog, time out) when he is anxious in class.

For those children requiring SEND Support, we provide a Person Centred Plan which allows all adults working with the child to be informed of appropriate strategies to use to ensure the child is successful. Teachers set high expectations for every child. Lessons are planned to address potential areas of difficulty and to remove barriers to children's achievement. In many cases, such planning will mean that children with SEND will be able to study the full National Curriculum.

Parental Involvement

For ease of reading, this booklet uses the term “parents” to mean anyone who acts in the role of parent. This can include carers, other family members and, for children who are “looked after”, the local council.



Teamwork with Parents and Families

Parents are vital to the success of children with SEND:

- Their knowledge helps us to have a complete view of a child's SEND.
- They tell us what strategies work well at home (often good ideas from home can help the child in school).
- Parents attend termly SEND Reviews so we can review their child's progress as a team (these are often during Learning Conferences or can be on the phone).
- Parents use ideas from school to help the child at home.
- Parents share useful information with us to help us meet the child's SEND (e.g. clinic reports).

When we think a child might have SEND, we discuss this with parents. This is so that we can:

- Find out more about the parent's views;
- Chat about what the next steps might be (this might include setting targets);
- Agree some long term goals (we might refer to these goals as outcomes).

Excellent teamwork between us and parents is a very important partnership.

Co-Production

The word *co-production* means parents being a key part of planning SEND support and what's provided for SEND.



Co-production is really important to us. Parents help by coming to SEND reviews and giving their input or by keeping us up to date on their child's life.

If you feel that you need to make a complaint at any time, please begin by talking with us about the perceived difficulty. This could be a conversation you have with your child's class teacher, a member of our SEND team, or a member of the Senior Leadership Team (SLT). Our Complaints Policy is always available on our school website and hard copies can be provided by our school office team.

Support for Parents

SENDIASS Southend

SENDIASS is the **Independent Advice and Support Service** for parents.

The service is free.

They offer a range of help:

- Information on local groups and services
- Information on SEND laws
- Information on local council procedures for SEND
- Help to prepare for meetings (so you have your say and feel heard).



How can parents access SENDIAS?

Parents don't need anyone to refer them to SENDIAS. They can just get in touch:

- Tel: 01702 215499
- Email: iass@southend.gov.uk
- Web: www.sendiasssouthend.co.uk/
- Facebook: www.facebook.com/sendiasssouthend



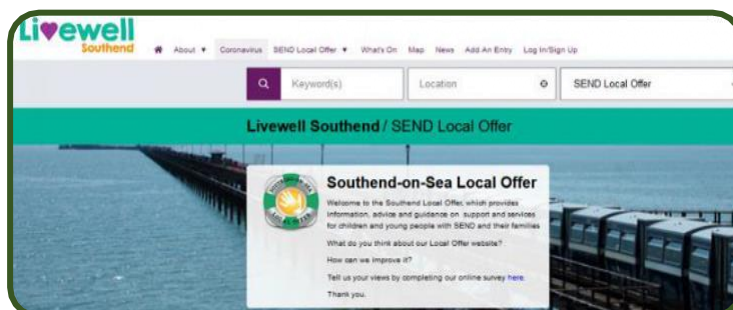
Apart from English, their key leaflets are available in the ten most spoken languages in Southend Schools:

- European: Albanian, Czech, Polish, Portuguese, Romanian
- Asian: Bengali, Chinese (simplified font), Malay, Tamil, Urdu

The Local Offer: <https://livewellsouthend.com/kb5/southendonsea/directory/localoffer.page>

The Local Offer is a website that is written for parents and families. It helps them know 'what is out there' for youngsters with SEND in our local area. It includes:

- Support services
- Health services (e.g. contacts for the NHS speech and language team)
- Schools
- Leisure activities (e.g. SEN sports clubs)
- Contacts for SEN charities



Our staff, SENDIASS and the Local Offer can all help parents through the SEND maze.

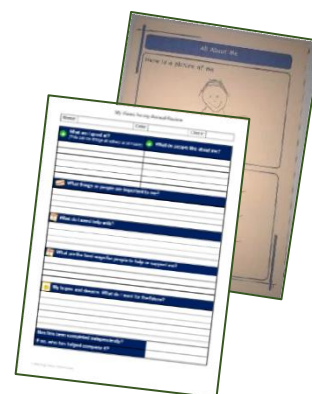
The Role of Children



The role of children is to **do their very best** so that they **learn more, remember more** and **can do more** for the rest of their lives!

It is also important that adults listen to the views of children with SEND. The child's input can help us unlock extra progress. Collecting child views may include:

- Asking or observing the child.
- The child completing a survey.
- The child self-assessing their behaviour targets.
- The child coming to their SEND review meeting.
- An annual survey of SEND children.



How we collect child views depends on the child's age and development.

Can a child with SEND join in day trips, residential trips, breakfast, after school and holiday clubs?



Yes – we make adjustments so that children who have SEND can join in all aspects of school life.

Staff may need to talk to parents to plan adjustments. Or, a parent can talk to their class teacher or a SENDCo about concerns that their child might need adjustments to be successful.

It is very rare that we must make the hard decision for a child to not attend – in the very small number of occasions this is due to safety, wellbeing, or both. We will always discuss this decision with parents.

Our Team: Who's Who?



Meet our SENDCo: Mrs. S. Halls



- I oversee and co-ordinate SEND provision for children with SEND.
- I support and guide staff and parents so that children with SEND have both high-quality teaching and ambitious support.
- I advise on the use of school's SEND budget and resources to meet children's SEND.
- I work with the head teacher to plan how we will enhance our SEND work.
- I identify training needs and make sure that SEND INSET enhances staff skills.
- I liaise with Early Years settings and other schools to help a smooth transition both in and out of our school.
- I am the key contact for external SEND support services.

Meet our Executive Headteacher: Mrs. C. Woolf



- I set an inclusive ethos for the school.
- I lead and manage the staff team, including the SENDCo.
- I check on the quality of education. This includes SEND provision.

More about our Team



What do our teachers do for SEND?

- Teachers are responsible for the development of every child they teach.
- Teachers work closely with support staff to plan and review support.
- Teachers adjust lessons to make the curriculum accessible for every child
- Teachers use assessments to plan inclusive lessons.
- Teachers follow advice from any support services.
- Teachers review each child's progress and plan the next steps.

What do support staff, including teaching assistants, do?

Support staff are a key part of helping children reach for the stars. They support children during lessons and also lead both SEND groups and 1:1 work inside and outside of the classroom.

Our Trustees

All our trustees must “think SEND” when making decisions so that we become even more inclusive. We have one trustee who has extra responsibilities – this is our SEND trustee.

Our SEND Trustee is Mrs Sue Hay. She:

- overviews long term plans for improving SEND in school.
- monitors SEND in our school. This includes our legal duties.
- meets with the SENDCO three times a year.

Staff Training

Our team have lots of SEND expertise. However, it is important we refresh and develop our learning and further develop our skills.

To train and develop our team, we use:

- Staff meeting and INSET day training
- Staff supporting each other
- Subscribing to The National College
- Online courses and webinars
 - e.g. MindEd: www.minded.org.uk
- Online information
 - e.g. NASEN's What Works at www.sendgateway.org.uk/page/what-works



Can school access specialist help?

Yes. Some students have needs that are very specific or complex. Therefore, we work with support services to benefit from specialist advice. You may sometimes hear us refer to these support services as “external agencies”.

Support Services we work with include:

- Educational Psychology Service (EPS)
- Child and Adolescent Mental Health Services
- Behaviour Outreach Support Service
- Deaf and Hearing Impairment Team
- Visual Impairment Team
- Education & Welfare
- Early Help



For most children, we meet their SEND without needing support services. This is because our staff have training and skills to **adapt classrooms and lessons** to meet their needs.

If we think we need extra advice from a SEND support service, we discuss this with the student’s parent. Parents normally understand the many benefits for their child, but they are welcome to chat with the class teacher or SENDCo. The parent makes the final decision.

Support services advise teachers and the SENDCo. Teachers make sure advice is followed and the SENDCo monitors this.

When Children Join or Leave Us

(This is called transition)

How do we help children joining our school?

- We meet parents and the current school to find out about the child's needs.
- The child visits school and gets to meet the adults in their new class.
- The child can have extra visits if needed.
- The SENDCo and/or the class teacher will visit the child in their previous setting (if appropriate)

How do we help children leaving our school?

- We link with the next school to share SEND information.
- We often support children having extra visits or talk to children about any worries about their new school.
- Transfer to secondary school is normally led by the secondary school. You can find more about how they manage this in their SEND Information Report.

We take the same approach if a child with SEND leaves our school before the end of Y6 (e.g. because of a house move). If a child moves school quickly or further afield, we may tweak our support (for example, there is not a SEND Review before they move.)

Transition between Year Groups

Before the end of the summer term, teachers pass on SEND information to the new teacher and the child visits their new class.

If needed, extra visits to the new class or transition booklets are provided to help children with SEND have a smooth transition to their new class.

Extra Equipment for SEND

Some children need extra items to help them be successful at school. Most of these are not expensive and we buy these from our budget.

From time to time, equipment costs much more than this (e.g. hoists, hearing aid loops). If so, we might ask for extra funding from the local council's SEND funds. We do not ask parents to pay for SEN provision from their own money.



Your Questions Answered

1. Does a child need a diagnosis in order to have SEND?

No. Some children do have a diagnosis (e.g. autism, ADHD), but we can address a child's SEND even if they don't have a diagnosis.

We know that families often want a diagnosis so that they can be sure what is going on for their child. But, it's also important that we help the child as soon as we can – so we do not need to wait for a diagnosis to make adjustments for a child.

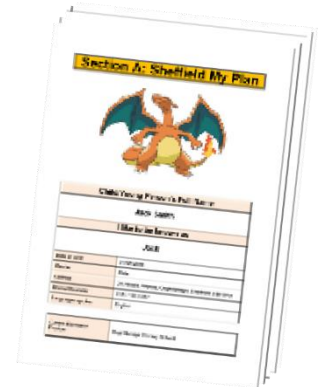
2. What is an EHCP?

EHCP is short for *Education, Health and Care Plan*. This is like a contract between a local council, school and parents.

Most children's SEND can be met without an EHCP - we use our SEND funding to do this. Some of these children will have SEND Support Plans (a plan that sets out their needs and how we'll meet them).

A small number of children with more complex SEND have an EHCP (about 2% of all children). Some of these children are in special schools and some are in mainstream schools.

More information on EHCPs can be found on the Local Offer website or you can ask our SENDCo about EHCPs.

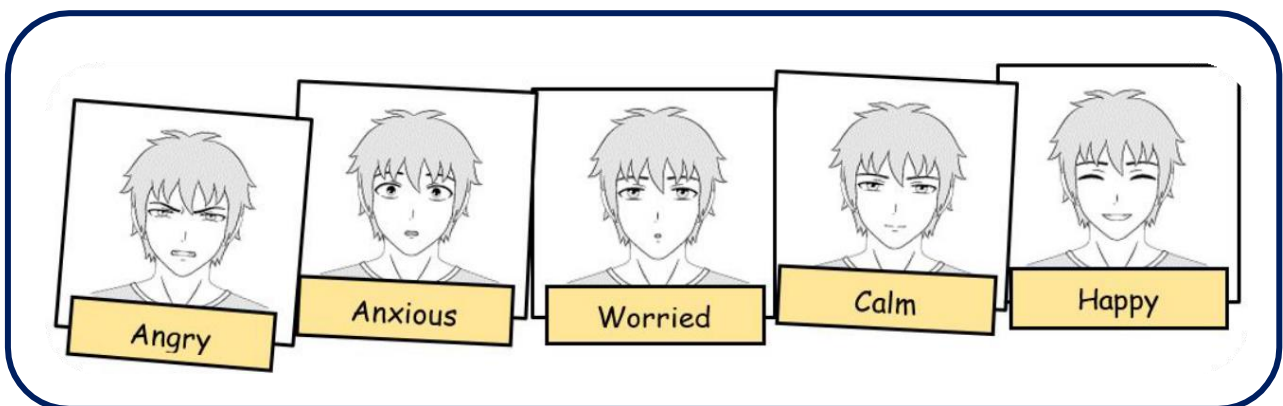


3. Are emotional difficulties always SEND?

No. Some children have time when they are withdrawn or sad (e.g. because of a death of a family member or loved pet).

When a child is distressed, this is often short term. We have a range of emotional support, including the Zones of Regulation, that we can offer, depending on a child's difficulties.

Some adverse experiences lead to longer term or more severe emotional issues. If so, the child's difficulties might be assessed as SEND.



A Five Point Scale to help children learn about emotions.

More Questions Answered

4. What support is available for social and emotional needs?

We are proud to be a caring, nurturing and supportive school. We believe that children need to feel happy, secure and safe in order to meet their potential.

Every child is treated as an individual. If they exhibit challenging behaviour, we try to find the causes and then adapt so we can alleviate the behaviour.

Some of our support is available to all children:

- School assemblies about emotions and feelings
- Clear systems for managing behaviour
- Play equipment for children to enjoy at playtime and lunch time
- Staff who offer pastoral support

Some children also have extra support, including:

- Small group work with a member of the pastoral team.
- Small groups to support social skills, these are called:
 - Lego therapy
 - Cool Connections
 - Flower125
- Behaviour Support Plans help some children regulate their emotions.

5. Why don't schools include a child with autism or ADHD as having a sensory need on the paperwork or the school SEND register?

Every school must follow the government's SEND handbook. This is called the SEND Code of Practice. It tells us what categories of SEND we are allowed to use and what each category means.

The Government's category "Physical / Sensory Needs" includes three specific sensory needs:



- Visual impairment: Loss of some or all of their sight;
- Hearing impairment: Loss of some or all of their hearing;
- Multisensory impairment: Loss of some or all of both their hearing & sight.

Each of these sensory needs refers to the loss of sight and/or hearing.

Children with ASD or ADHD can also have sensory needs but they have not lost the use of their senses. It's more that they might be over or under-sensitive to sights, smells or sounds etc. Their needs are usually about processing of sensory information rather than loss of vision or hearing.

Although we can't put these needs into the Government's sensory needs category, it doesn't make a difference to the support that the child receives.

SEND & Looked after Children

LAC stands for Looked After Children. Being looked after means that parents are unable to care for a child and the council or court takes on parenting decisions. This can be temporary or permanent. There are a few ways the child's new care might be provided. Two common ways are foster care or children's homes.

NSPCC has a good explanation of LAC: learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children.

Who's Who?

Mrs Sally Halls
Assistant Head & SENDCo

I lead LAC support in school. The full name for my role is "*Designated Teacher for Looked After and Previously Looked After Children*".

Contact me:

- shalls@wljs.porticoacademytrust.co.uk
- 01702 478593

For our pupils who are LAC and have SEND, we:

- Monitor progress through a termly Personal Education Plan (PEP).
- As often as we can, schedule PEP meetings at the same time as SEND meetings so that PEPs and SEND plans are joined up.
- Work well with LAC support services (e.g. social workers, the Virtual School Headteacher).
- Make sure LAC pupils with SEND can join in extra activities, by making extra arrangements such as:
 - Permission from both a social worker and a pupil's carer to allow them to go on a residential trip
 - Liaising with carers and taxi drivers so that a pupil is collected early and gets to school in time for the day trip leaving at 8.00am.
- Use Pupil Premium plus money to get the best outcomes for the pupil.
- Give LAC children equal access to SEND provision that is no less than they would get if they were not LAC.
- Support staff to understand the effects of loss or separation from birth families.
- Know that SEND can make it even harder for some LAC children to trust adults, and how we might overcome this.
- Have big ambitions for our pupils who are LAC and SEND. National data shows that this group of pupils aren't achieving well enough. We'll make sure that no LAC & SEND child is failed by us.

Extra Funding (Pupil Premium Plus)

We get extra money for LAC pupils and those who were LAC but aren't anymore (e.g. pupils who've been adopted after time in foster care). This money is called Pupil Premium Plus. From time to time, you might also hear it being called LAC Pupil Premium.

Being LAC and having SEND does not mean that a pupil is behind in their learning. For example, a LAC pupil who is very able at maths and English but experiences social difficulties that are identified as a SEND.

Other Information

Exclusions

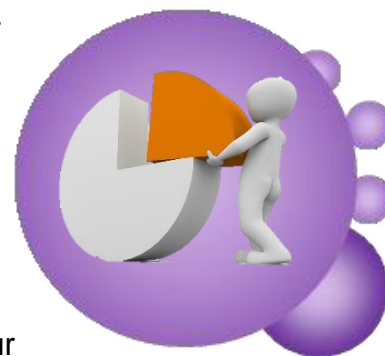
We reduce the risk of exclusions by making adjustments to help everyone fully access life in school.

However, you can find out more about exclusions in our **Behaviour Policy** on the policies page of our website.

Evaluating our SEND Policy

We have five key ways to check how well our SEND policy is working:

1. Monitoring the progress children have made.
2. Monitoring how well children with SEND meet their SMART targets.
3. Regular reviews of interventions with teachers and support staff.
4. Our leadership team visit classrooms to observe and look through children's books.
5. Listening to the views of parents, families and children.



Our SENDCo and leadership team are in charge of evaluating our SEND policy.

Where to find more SEND Information?

Visit our website, www.westleighjunior.co.uk, to read other policies that link to SEND:



- **Accessibility plan**
A three year plan to continue to be an inclusive school.
- **Behaviour Policy**
Rewards, rules, sanctions and much more.
- **Anti-bullying**
Information on our approach to tackling bullying
- **Medical Policy**
Support for children with medical conditions and what we do about medicines.

Want to read more?

If you want to read more, these are the key SEND rules and laws:

SEND Code of Practice

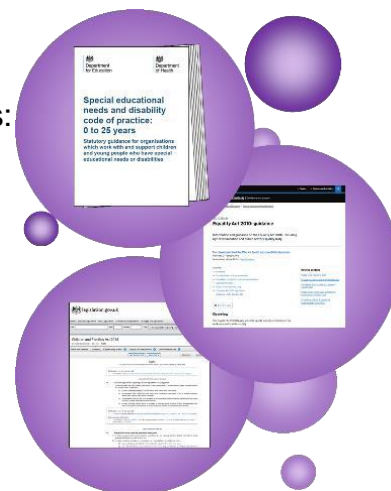
- This is the Government's SEND rulebook.
- Find out more [here](#).

Equality Act

- This 2010 law outlines our duties to make reasonable adjustments and not discriminate.
- Find out more [here](#).

The Children & Families Act

- This 2014 law outlines our duties for children with SEND.
- Find it [here](#) (p.21 onwards).



Status of our SEND Policy

This policy is statutory. That means that the law says schools must have a SEND policy and a SEND information report. The DfE say that these can be a single document.

We use a single document so that it is easier to find out about our SEND work. This booklet has all the essential parts of both the SEND Information Report and SEND Policy.

Evaluating our SEND Policy

The SENDCo and other school leaders have five key ways to check how well our SEND policy is working:

1. Monitoring how much progress children have made.
2. Monitoring how well children with SEND are meeting their SMART targets.
3. Regular reviews of interventions with teachers and support staff.
4. School leaders visit classrooms to observe, or looking through workbooks.
5. Asking parents and children about SEND in our school.

Reviewing this policy

We review this policy every 12 months. Our SENDCo is in charge of the policy review. Then, our trustees discuss and approve it.

We hope you found this SEND document helpful. Thank you for reading.

We welcome questions and comments – please get in touch with our SENDCo.