



SEND Information Report 2024 - 2025

At Charlton Kings Junior School we aim to meet the individual needs of each pupil in order for them to achieve their potential. We value the whole child and every child. 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 Special Educational Needs Coordinator 01242 526171

<p>How does our school know/identify that pupils have special educational needs (SEND)?</p>	<p>We regularly monitor your child’s progress towards meeting their targets and are always happy to discuss any concerns parents/carers may have about progress. If the evidence suggests that they are not making the expected progress, the class teacher, in discussion with parents/carers and the SENCO, will decide whether additional and / or different provision is necessary.</p>
<p>What are the first steps our school will take if special educational needs are identified?</p>	<p>If we have concerns about your child, we will inform you of our concerns and work together with you to put in place a programme designed to support your child’s learning.</p>
<p>What should parents/carers do if they think their child has SEND? How can they raise concerns?</p>	<p>If you know your child has SEND, or if you become worried about them at any time, please talk to your child’s class teacher or the SENCO.</p>
<p>How will our school include parents and pupils in planning support?</p>	<p>We will ask you to work with us to support your child’s learning. The views of parents/carers are sought to inform your child’s My Plan and we may ask you to do specific things at home and to keep in regular contact with us. We would like you to talk to your child’s class teacher regularly so we know what your child is doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing complementary things to support them and can share what is working. <u>Your support is vital in your child’s education.</u></p>
<p>How will our school teach and support pupils with SEND?</p>	<p>The class teacher will have the highest possible 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. Teaching assistants are often used to help the class teacher support the learning needs of all pupils. Class teachers work closely with the SENCO 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 will ensure the stipulated levels of support are provided.</p>

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<p>How does our school plan the support? How are our resources allocated and matched to needs?</p>	<p>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 or SENCO and may be run by one of our experienced teaching assistants. The aim of these interventions is to narrow the gap between where your child is and where they should be as quickly as possible.</p>
<p>What are Gloucestershire schools expected to provide from their budget?</p>	<p>The local authority provides funding for schools to meet the needs of all children with SEND. Currently funding is divided into 3 parts:</p> <ol style="list-style-type: none"> 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 - provided for pupils who require support in excess of £6000. (This requires an EHCP)
<p>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?</p>	<p>Every child’s progress is monitored on a termly basis through a variety of assessments. If a child has an intervention there are clear entry and exit criteria on their My Plan or My Plan+ which are used to monitor and measure progress. Parents and pupils are invited to provide their input on My Plans. 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.</p>
<p>Who will be working with your child?</p>	<p>Your child’s class teacher and the SENCO will oversee and plan your child’s education programme. 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 teaching assistant 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, advisory teachers, educational psychologists) work in school with individual pupils. You will always be informed if this should be necessary.</p>
<p>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?</p>	<p>The SENCO and class teachers 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 SEND. This information is passed to, and discussed with, your child’s next teacher before the end of the summer term.</p>
<p>What role will the child’s teacher play?</p>	<p>All teachers are teachers of children with SEND and 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.</p>
<p>What expertise does our school and our staff have in relation to SEND?</p>	<p>The current SENCO is a highly experienced teacher and is a member of the senior leadership team. She is supported by an assistant SENDCO, who is also a very experienced teacher. They are both skilled in coordinating support for children with special educational needs and or disabilities, and</p>

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	developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school. The SENDCO team support teachers in developing effective intervention programmes. Class teachers and teaching assistants receive regular training to ensure the needs of SEND pupils can be met.
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 Snip Spelling, Nessy or The Power of Two. However, your child will usually have a bespoke intervention comprising elements of different successful programmes. 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 normal behavioural expectations and how do we support pupils to avoid exclusion?	We work closely with the parents of any child with behavioural issues. We develop individual behaviour plans built on the needs of each pupil. Where necessary we will work with educational psychologists and behaviour specialists. Some staff at school have Team Teach training.
Which other services do we use to provide for and support our pupils?	We have access to the school nurse, the advisory teaching service, the educational psychology service, speech and language services and a child counsellor. 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? <i>(pastoral, medical, social support available)</i> What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to pupils with SEND?	If we have concerns about a child's emotional development we track their wellbeing through our vulnerable children monitoring system. We have a strong pastoral system which places the class teacher at the centre. In addition, a number of our teaching staff and teaching assistants are trained to offer pastoral support and interventions such as 'Drawing and Talking', 'Sand Tray Play' and 'Lego Mood Monsters'. We also have access to play therapists and the school nurse. All pupils are taught to tell an adult if they feel they are being bullied. For children who have difficulties with social interaction we may run social groups to help them learn social skills. A team of Year 6 Young Leaders support and play with younger pupils at lunch time and the mid-day supervisors organise a variety of activities for the pupils. Currently we offer extra-curricular physical opportunities for children who benefit from small group confidence boosting activities.
What measures are in place in our school to prevent bullying?	All incidents of bullying are dealt with swiftly. A team of children act as Anti-bullying Ambassadors and support the school in its aim to prevent bullying.
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. This 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? <i>(for instance: toileting, eating)</i>	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.
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..

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<p>How will parents/carers know how well their child is doing?</p>	<p>We want you to feel involved in your child’s learning. We have three official parents’ meetings each year for children with SEND and a written report is sent home at the end of the summer term. Parents are informed if their child is being offered additional intervention support outside of class lessons. Feedback on the intervention is given to parents either at a meeting in school or by phone or by email. The SENCO is available to meet with you to discuss your child’s progress or any concerns/worries you may have.</p>
<p>How do we prepare our school to welcome and support SEND pupils and how do we arrange and support a transfer to another school/educational establishment?</p>	<p>When your child joins the school, you will be shown round by the head teacher or a member of leadership team. This will be a chance for you to ask any questions that you may have and to tell us about your child.</p> <p>We recognise that ‘moving on’ can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. In the summer term, Year 3 class teachers and the SENCO meet with Year 2 teachers and the Infant School SENCO to discuss the needs and abilities of the pupils moving to our school. Year 6 staff and the SENCO liaise with the receiving secondary schools to ensure they know about any special arrangements or support that needs to be made for your child. We make sure that all records about your child are passed on as quickly as possible.</p> <p>Towards the end of the summer term the children changing schools take part in ‘taster days’. The children visit their new school for all or part of the day with their peers. These visits allow pupils to get a ‘taste’ of their new school. Extra transition visits and activities are arranged as necessary.</p>
<p>What special arrangements are made for exams?</p>	<p>We follow the guidance provided for special access arrangements for statutory assessment tests.</p>
<p>How accessible is our school to pupils with SEND?</p>	<p>Charlton Kings Junior School is a single storey building and is accessible for wheelchair users. We have three accessible toilets. There are hand rails in some toilets.</p>
<p>Where can you find our SEND policy?</p>	<p>Please see the website</p>
<p>What role do the governors have? What does our SEND governor do?</p>	<p>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.</p> <p>Link Governors for SEND and Looked After Children routinely visit the school to evaluate its policies and practice.</p>
<p>What can you do if you are not happy?</p>	<p>Our policy is to solve any disagreement at the lowest level. We seek to provide the best opportunity for all children and any complaint 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.</p>
<p>How can parents/carers arrange a visit to our school? What is involved?</p>	<p>Please contact Reception 01242 526171 and make an appointment to visit the school or to meet the class teacher or SENCO.</p>
<p>Who can you contact for more information?</p>	<p><u>Special Educational Needs and Disability Information Advice and Support Service (SENDIASS Gloucestershire)</u></p> <p>Provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The</p>

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	<p>service is offered to parents and carers of children and young people aged between 0 and 25 years old.</p> <p>http://sendiasglos.org.uk/</p> <p>Freephone telephone helpline 0800 158 3603 available Monday to Friday 9.00 am – 5.00 pm all year round.</p> <p>Mobile phone users can dial 01452 389345 as an alternative.</p> <p><u>The family Information Service (FIS)</u></p> <p>www.gloucestershire.gov.uk/fis</p> <p><u>The Local Offer</u></p> <p>www.glosfamiliesdirectory.org.uk</p>
When was the above information updated?	September 2024