



Wirksworth Junior School

SEND information report

Wirksworth Junior School is committed to the process of removing barriers to achievement for pupils who may require additional provision and resources to support their learning. We aim to be an inclusive school and believe that all pupils, including those identified as having special educational needs or disabilities, have a common entitlement to a broad and balanced, engaging, curriculum. This should be accessible to them and they should be fully included in all aspects of school life.

The Special Educational Needs Code of Practise lies at the heart of our school's SEN policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Government's special needs and disability (SEND) code of practise was produced in 2014. This describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. At Wirksworth Junior School, we will follow this code of practise. The local offer is published on our school website along with other key information.

The graduated response we provide at Wirksworth Junior School is as follows:

1. High quality first teaching for all learners, otherwise known as universal provision.

High-quality teaching for pupils with SEN is about the day to-day interactions that take place in the classroom and the different pedagogical approaches teachers use to engage, motivate and challenge learners. It is about the way teachers use assessment and feedback to identify gaps and help students to move on in their learning. It is about providing both support and challenge in order to enable pupils to achieve more. It is about providing additional resources, scaffolding, time or resources.

2. Additional interventions or small group work provided by school.

If pupils do not make progress in spite of high quality first teaching, some targeted provision may be required to remove barriers to learning. This could be small group interventions or individual targets written on an IEP. Teachers are responsible for any interventions that take place. Teachers should use the: 'assess, plan, do, review' cycle.

Teachers should take into account: the starting point of the pupils; what they want the outcome to be; the time-frame; the pedagogy and resources used.

3. Support of additional services

It may be decided that despite high quality first teaching and carefully planned and monitored interventions, there are still barriers to learning. If so, the support of outside agencies may be required e.g. Autism outreach, Educational psychology services, sensory and physical support, behaviour support, visual impairment support etc. These professionals may be able to offer advice about barriers to learning and how to overcome them. Their advice should be included on the pupil's IEP.

4. GRIP or TAPS

If the pupil's needs and barriers to learning require additional funding (above element 2 funding of £6000/ 9.5 hours of TA support provided by the school) then a GRIP application can be made for additional funding. We can also request SSSEN support at this stage. This is only granted to those at least 2 years behind their peers. A GRIP provision map is drawn up, which has carefully costed out objectives for the pupil.

Temporary Additional Pupil Support (TAPS) is a source of funding available to support children and young people of school age in Derbyshire schools, whose behaviour places them at risk of exclusion (either fixed or permanent).

5. EHCP

If school cannot meet a pupil's needs on its own, then a request can be made for an EHC Plan. This plan is designed to meet the educational, health and social needs of the pupil. This is written by a panel and usually comes with additional funding for the pupil. It is reviewed annually.

Identification of pupils with SEND:

Pupils with SEND may be identified in the following ways: parental concerns; class teacher or TA has concerns about a pupil's progress or attainment; SENCO or Senior Leaders may notice issues with pupil's data; feeder infant schools may inform the school of known SEND issues. Teacher's may be asked to complete a 'concern form' and will share this with parents and SENCO if they are having initial concerns about a pupil.

We would then follow the graduated responses (see above).

SEND policies:

The School policy for children with disabilities and/or special educational needs was last reviewed in September 2022. It can be found on the school website.

The school's SENCO is Mrs Helen Taylor and the Governor responsible for SEND is Louise White.

Other relevant policies include:

Assessment and target setting policy, Behaviour Policy, Child-protections and safe-guarding policy, Curriculum policy, Disability-equality scheme, Intimate care policy, supporting pupils with medical conditions.

Consulting with parents: Parents and carers are given copies of their child's Individual Education Plan (IEP) and are invited to contribute to the targets at termly meetings. The IEP includes specific information about how parents can help their child at home and are reviewed three times a year. These are discussed in more detail at parent meetings. Parents are also invited to attend and contribute to other review meetings e.g. TAF meetings, GRIP reviews, EHC plan reviews. Parents will also be invited to consultations with other outside agencies e.g. educational psychologist, behaviour support workers, family support workers.

Pupil voice: Pupils will be invited to contribute their thoughts and feelings to their IEP and to other reviews. The SENCO will also conduct pupil interviews to ascertain the thoughts and opinions of SEND pupils.

IEPs: Pupils with SEND will have an Individual Education Plan (IEP) this is written by the class teacher and contains 3 smart targets for the pupil to work towards. These targets are assessed termly and are reviewed. They are shared with pupils and parents. They are monitored by the SENCO.

Teaching approaches: At Wirksworth Junior School we use a graduated approach of 'assess, plan, do, review'. The key to our curriculum for SEND pupils is high quality teaching for all. We aim to create a positive and supportive learning environment for all pupils. We make sure displays and learning walls are relevant and clear for pupils to use. We use our language, routines, teaching strategies and resources in order to create this positive learning environment. We also teach cognitive strategies such as memorisation techniques and metacognition strategies such as checking whether our method for solving a maths problem worked and precision teaching. We use other strategies such as modelling, scaffolding, tackling mis-conceptions – these strategies benefit all pupils, including those with SEND.

Adaptations: In some cases, further adaptations to the curriculum or learning environment may be required. This might include the use of additional resources e.g. concrete apparatus in mathematics; the use of IT equipment e.g. recording equipment. In addition, we may need extra support staff e.g. to

support pupils on school trips or at forest schools. Some pupils may require additional adaptations to meet their sensory needs e.g. ear -defenders.

Interventions: In addition to high quality first teaching some pupils may require additional interventions. Currently the interventions we are running are : phonics, nurture, lego therapy, maths intervention, hand-writing interventions, speech and language. All pupils taking part in an intervention group will have a starting point assessment and an exit point assessment. This enables us to carefully monitor the effectiveness of the intervention. In the next year, we are hoping to identify a high-quality maths intervention , we are awaiting support from our support school with this.

Emotional and social support: We endeavour to provide Emotional and social support for pupils with SEND. All of our pupils are taught to be accepting and respectful to all. We use assemblies, books, PSHCE, RE and our school values as valuable teaching tools. In addition, we may use Nurture provision, lego therapy, family support workers, behaviour support workers, mentors, playground pals in order to support pupils with SEND.

Outside agencies: We value the support of outside agencies in order for us to fully support all our pupils. We may seek support from: educational psychologist, SSEN teachers, behaviour support workers, virtual school, autism outreach, speech and language therapists etc.

Staff training: Our Senco has begun the national senco training award at Nottingham Trent university. In addition, staff have received training about the use of precision teaching, using restorative approaches to behaviour issues, phonics training, ‘Little Wandle’ training. Some TAs have been trained to run lego-therapy groups.

SEND pupils 2022

Year group	Number of SEND pupils	Level of support	Gender
Year 3	14	1 3 2 11 3 4	B 4 G 10
Year 4	4	1 2 4 3 4	B 2 G 2
Year 5	8	1 1 2 2 3 4 4 1	B 5 G 3
Year 6	6	1 2 5 3 1 4	B 4 G 2

Total = 32 pupils

B = 15 G = 17

Areas of need:

Communication and interaction, ,	7
cognition and learning	27
social, emotional and mental health,	6
sensory/physical.	3

NB some pupils have more than 1 area of need so will be counted in more than one category.

Action Plan: The SENCO has written an action plan which outlines the main priorities for the year. This is shared with the headteacher and the governor for SEND and is reviewed termly.