



At Nevill Road Junior School, we nurture and develop a very inclusive and supportive environment for children and adults to work in. Parents and carers are invited to contact school at any time if they need advice or support in regard to their child's education.

Who do I contact in school if I am concerned that my child has a Special Educational Need?

The first point of contact, if you have a concern, is always your child's class teacher. All parents can arrange to talk to their child's class teacher about their child's progress. Once there has been a discussion about the child's progress, Miss Paterson (SENDCo) will then meet with parents and/or class teacher to discuss what strategies or interventions may or may not be appropriate. This could include some recommendations for strategies in the class and at home to support your child. The child will then be monitored to see what progress is made.

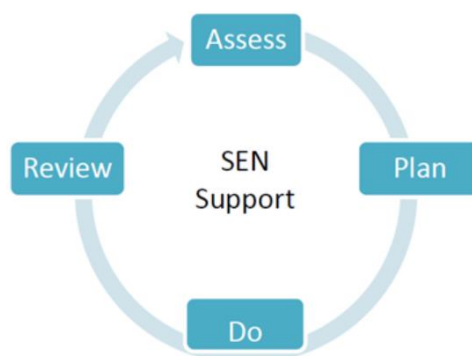
If there is a lack of progress after a term of trying new strategies, a further assessment or referral may be needed. This could be with an outside agency such as Learning Support Service, or the Behaviour Support Service. These assessments may indicate that further support is recommended and the school will put this in place after discussions with parents.

A referral to the Educational Psychologist is only made when the school have serious concerns about the lack of progress a child is making and feel there is an underlying problem that the school is not able to identify. If you have a concern about your child which is relevant to school which you have consulted your GP about, it would be helpful to let school know as well, so that any referrals can be processed as quickly as possible. Any information passed to school is always treated with the utmost confidence by any school staff.

SEND Provision - How do we identify and assess pupils with SEND?

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching**.

At Nevill Road Junior School, we follow a graduated support approach which is called "Assess, Plan, Do, Review" to ensure that the needs of all of our children are met. This means that we will:



The A-P-D-R cycle should be consistently employed throughout the graduated response



- Assess a child's special educational needs
- Plan the provision to meet your child's aspirations and agreed outcomes
- Do- put the provision in place to meet those outcomes
- Review the support and progress

As part of this approach, we will produce a SEND Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan (EHCP). Full details can be found on Stockport's Local Offer website: www.sensupportstockport.uk

It is important that children are picked up as early as possible and we therefore track pupil progress really closely to ensure that this happens through half termly pupil progress meetings and regular contact with the SENDCo and outside agencies.

[What support is provided for pupils with SEN at Nevill Road Junior School?](#)

In any classroom there are children with very different levels of ability. At Nevill Road Junior School, we ensure teachers provide high quality, well-differentiated lessons to meet the needs of all of pupils in their class. Our learning environments ensure that the individual needs of pupils are met; for example having dyslexia-friendly classrooms, motor skills activities, co-operative learning opportunities and language-rich environments. Every child in the school has the opportunity to complete their One Page Profile, which enables them to express 'What Is Important to Them', 'How Best to Support them' and 'What People Like and Admire about Them'. This allows all staff to have a sound understanding of the pupil's individual needs.

[School provides support for children with learning needs through:](#)

- Flexible grouping arrangements.
- Differentiation of activities and materials.
- Differentiated questioning.
- Use of visual, auditory and kinaesthetic approaches.
- Providing resources and displays that support independence.
- Simplified level/pace/amount of teacher talk.
- Alternative forms of recording routinely offered and used e.g. oral presentation, posters, mind maps, matching labels to pictures, sorting into categories.
- Ongoing opportunities for 1:1 support focused on specific outcomes with reinforcement in whole class activities to aid transfer of skills.
- Implementing in the classroom advice from Outside Agencies e.g. Educational Psychologist, Behaviour Support Service, Learning Support service.
- Pre learning where possible to enable the pupil to engage with learning in the classroom
- Use of visual reminders, timers, resources and rewards.
- Use of small group or 1:1 programmes planned by the teacher and delivered by a TA to address specific difficulties.
- Providing opportunities for skill reinforcement / over learning / revision / transfer and generalisation.



School provides support for children with physical needs through:

- Structured and evaluated fine motor programmes (It's in the bag, etc.)
- Structured and evaluated gross motor programmes usually provided and overseen by an Occupational/Physiotherapist.
- Differentiating and modifying some learning tasks e.g. P.E. tasks.
- Giving individual children more time to complete tasks and that equality of access may mean that they need to do some things differently.
- Providing a range of alternative equipment e.g. chunky pencils, adapted scissors, writing desks, cushions.
- Giving individual children rest breaks and opportunities to sit down.

School provides support for children with speech, language and communication needs through:

- Flexible grouping arrangements.
- Some differentiation of activities and materials.
- Differentiated questioning.
- Use of visual, auditory and kinaesthetic approaches e.g. pictures, story sacks.
- Resources and displays that support independence.
- Giving individual increased time to offer verbal responses.
- Pre-teaching and over learning of key vocabulary and concepts.
- Speech programmes provided by Speech and Language therapists.

School provides support children with social, emotional and mental health difficulties through:

- SEAL materials and interventions.
- Nurture/ Rainbow groups.
- Providing planned opportunities to learn and practice social and emotional skills during structured activities.
- Restorative Approaches.
- Personalised reward systems covering targeted lessons / activities.
- Routinely addressing anti-bullying so that pupils are confident in reporting incidents.
- Use of consistent rules and expectations across staff.
- Considering classroom organisation, seating and group dynamics.
- Nurturing approaches.
- Opportunities for small group work based on identified need. E.g. self-esteem, anger issues.
- Access to sensory quiet area when needed.
- Home-school communication diaries and behaviour charts where necessary.
- Scheduled meetings with parents / carers on a regular basis.
- Access to full time learning mentor.

School provides support for children with English as an Additional Language through

- Involving EAL service to help assess child's needs, offer support and help set targets.
- Supporting child's individual needs in the appropriate SEN area.(As above)
- Inclusive learning environment
- Opportunity to explore different languages with different language labels where applicable.



School provides support for looked after children with SEND through

- Personal Education plans.
- Supporting as above according to the child's individual need.

Small group interventions.

At times, groups of pupils in a class will require intervention support for one or more areas of the curriculum. Therefore we have small groups set up that can be run by a teacher or a teaching assistant. These groups include Lesson Booster Interventions, Motor Skills United, Speech and Language, Nurture Group, Rainbow Club and Cookery.

What specialist services and expertise are available at or accessed by the school?

At Nevill Road Junior School, we are fortunate to have dedicated staff who are well trained in delivering specific interventions. Alongside this, as a school, we can access additional support from the Local Authority to ensure that children access the best possible support to help them progress.

They include:

Learning Support Service.

We have two teachers who work for two mornings a week with pupils who have been identified with specific difficulties or with a general learning difficulty. They are called Mrs Balderstone (Monday morning) and Mrs Jones (Tuesday morning). They work with pupils on a 1-to-1 basis. Their focus is to support children in phonics, reading, writing or maths.

Behaviour Support Service and Primary Jigsaw

Mrs Lamont is our behaviour support teacher and she comes into school on a Thursday afternoon. She works with children who require additional support with behaviour and this may also include emotional and mental health. She will support on a 1-to-1, group or whole class basis but also supports the school with updating individual behaviour plans.

Sensory Support Service.

These are teachers who work with pupils who have visual or hearing impairment. They provide a specialised 1-to-1 teaching programme designed specifically for pupils with these difficulties. The input from these teachers can vary according to the needs of the pupils. They also provide support to the school in providing appropriate access arrangements for pupils with hearing or visual impairments.

School Nurse.

The school has one school nurse who will only visit the school if there has been a specific request. She is available to advise the school on medical matters.



Therapists.

Speech and Language Therapy.

The school has one Speech and Language Therapist attached to the school who visits once every four weeks. She is called Mrs Savidge and visits on a Friday afternoon. She offers support by writing plans or recommending intervention programmes and also works with those children and staff to ensure that they receive a specific programme linked to their need.

Occupational Therapy.

The school can refer into the occupational therapy service to provide support for children with physical and/or learning disabilities, complex multiple disabilities, sensory processing difficulties, co-ordination difficulties, poor fine motor skills or delays in self-care skills.

Physiotherapy.

The physiotherapy team can advise staff on the use of specialist equipment such as hoists and toileting facilities. They also implement and train staff on programmes to develop pupils' mobility and posture. Therapies and interventions are implemented by therapists and can then be delivered by teachers or teaching assistants. These are then reviewed on a regular basis.

Additional Support Services (require referrals from school).

Educational Psychologist.

The school has one Educational Psychologist attached to the school. The school has a termly visit from her, plus additional visits which the school pays for from the SEN budget. She advises the school on strategies to use with pupils with SEND. She also observes and assesses children's learning needs and their behaviour, and she writes and presents with recommendations if further support is needed. The EP also provides invaluable support for parents and staff, such as advice on transition.

HYMS (Healthy Young Minds previously CAMHS)

This is the child and adolescent mental health service.

ASD Partnership.

This agency provides support for pupils with a diagnosis of Autistic Spectrum Condition. They can advise school or home with strategies, and provide some out-of-school activities.

Primary Inclusion Team.

Their role is to advise schools on the inclusion and appropriate support of pupils with Statements/EHC Plans in a mainstream school.

All agencies involved with a pupil are always invited to review meetings held at school. These are Person-Centred Reviews which put the child at the centre of any discussions and decisions made. The school always makes every effort to ensure all the agencies involved attend the meetings. However, this is not always possible. Any referrals to outside agencies are made by the school, working with the family.



Who has responsibility for SEN in school?

The Head teacher has overall responsibility for all the pupils in the school including those with SEN. Mrs Cliff is the Head teacher. She also oversees procedures for SEND and reports termly to the Governors on matters around SEN. Miss Paterson has the responsibility for the day-to-day implementation of Special Educational provision in the school. The SEND Governor is responsible for ensuring the necessary provision is made for children with SEN in the school. Mr Richard Reece is the SEND governor and is kept up to date with procedures by Miss Paterson who also sits on the governing body.

How do I know how well my child is doing at school?

Your child's progress is continually monitored by their class teacher. Their progress is reviewed formally every term to see if they are meeting National Curriculum expectations. Progress is also discussed with parents twice yearly as part of parents' consultation meetings and in the form of written reports. All pupils have on-going assessments throughout the year and end of term assessments. As well as this, parents and guardians are invited to attend a termly informal review meeting if their child is on the SEND register. This gives both school and home the opportunity to discuss children's support plans and ensure that all key adults are working collaboratively to get the best possible outcomes. These meetings are held by Miss Paterson, the SENDCo, with Mrs McRae, NRJS Learning mentor, class teachers and parents/ guardians.

The progress of children with an EHC (Education Health Care) Plan is formally reviewed at their Annual Review held once a year with all adults involved with the child's education. The child will be invited to attend their own review. These meetings are an opportunity for the family and child to have their say and express their wishes and/or concerns for the future, as well as the chance to say what works well and what does not work well from their perspective.

At the end of year 6, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are presented to Governors and shared with parents. If a child cannot access this test, the school will carry out teacher assessments to evaluate their progress.

How is support for my child allocated?

The school has a budget from the Local Authority, which is expected to meet the needs of most of the pupils in the school. This includes pupils with Special Educational Needs and Disabilities. However, for pupils an EHCP (Education Health Care Plan) that recommends over 16 hours of class support a week, additional funding is provided to meet their individual needs. These will be children with complex difficulties who require an individualised provision map to meet all their requirements. Pupils with less than 16 hours allocated have their support funded by the school. The funding from the school's budget pays for support in the class, 1-to-1 programmes of work delivered in class time, group interventions and additional supervision such as at play and dinner times. This support is allocated according to the individual needs of the pupils; for example, some pupils require less 1-to-1 time, but more group intervention. Recommendations for the level and form of support are discussed with parents and agencies at review meetings, which are held annually. School also has to 'buy-back' services that provide specialist support for some of our SEND pupils.



How does the school manage transition?

Moving from one school to the next is a big event in any child's life. At Nevill Road Juniors, we have a well organised transition programme from the infant school (Year 2) to Year 3, and from Year 6 into high school.

In year 2, you will receive an admissions pack which offers information about the junior school. If there are any questions in the pack that are not answered, the school will happily answer any queries about SEND. The junior school works closely with the infant school and Miss Paterson (SENDCo) regularly meets with the infant SENDCo, Mrs Chatters. The children in year 2 are invited over the junior school for 5 mornings a week to settle them into their new surroundings and meet their new teachers.

Deciding on the right High School for your child is very difficult. At Nevill Road Junior School, we will support you through this process by explaining all the options for a child with SEND at Key Stage 3. There will be an Annual Review in Year 5, and this will give parents the chance to discuss their wishes for High School education. Representatives from all outside agencies will be present to offer their comments and advice. However, the final decision falls to parents on their choice of high school. Once a place has been given to a child, Nevill Road Junior School, will work with that high school to ensure a smooth transition. This includes visits to the school and a programme of work to prepare them for the new routines and expectations at high school.