

Anston Park Junior School



SEND Information Report

Reviewed September 2024
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Anston Park Junior School is committed to providing high quality education to all the children attending our school. We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them and which enables them to be fully included in, and enjoy, all aspects of school life.

All Rotherham Local Authority schools have a similar approach to meeting the needs of children with Special Educational Needs and/or disabilities (SEND) and are supported by the Local Authority to ensure that all children, regardless of their specific needs, achieve their potential in school.

Under the Children and Families Bill, Local Authorities and schools are required to publish information about the services they expect to be available for children and young people with SEND aged 0-25. The Local Authority refers to this as the 'Local Offer' and information will be available on the Rotherham Council website.

The intention is to improve choice and transparency for families and to provide important information and signage regarding the range of services and provision within the local area. The changes in the Children and Families Bill affect the way children with special educational needs (SEN) are supported in schools.

The key areas of the new legislation are:

- Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
- Education, health and care plans (EHC) will replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
- School Action and School Action Plus will cease and be replaced by a single school-based category for children who need extra specialist support.

There are 4 areas of SEND need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical

We are well placed to adopt these changes and look forward to working with pupils and parents/carers to ensure fully inclusive access to our learning by meeting the needs of children with SEN in a mainstream setting, wherever possible. We have a clear graduated response to SEND and further information about this can be found in our SEND policy.

For more information about our school – see the questions and answers below:

1. How does school know if children need extra help and as a parent/carer what should I do if I think my child may have special educational needs?

We believe that early identification and appropriate intervention improves the prospects of all children with special educational needs. For some children, giving more attention to early signs of difficulties can prevent greater difficulties later.

We aim to identify a child's special educational needs as soon as possible. Concerns may be expressed by parents or other outside agencies, on or before entry to school. Children can be identified as having special educational needs through the following criteria:

- Significantly below expected attainment for their year group
- Significantly below age related expectations in Maths and English requiring work that is different from that of any group within the class
- No evidence of progress being made

- Identification of need from Health, Social or Speech and Language

If your child is identified as not making progress, we will set up a meeting to discuss this with you in more detail. We will listen to concerns, plan any additional support your child may need and discuss any referrals to outside professionals to ensure we support your child's learning and development as efficiently as possible. This will be done as a partnership. Also if you feel that your child has special educational needs, please ask for a meeting to discuss your concerns either with the class teacher or the SEND (Special Educational Needs & Disabilities) Coordinator.

2. If my child has SEND who will be involved?

CLASS TEACHER

Your child's class teacher will first make sure your child's learning is suited to them and will adapt the type of task, the way learning is approached, or the way they help motivate your child before seeing the SENDCo (see below) about the need for anything additional or different. Once a special educational need has been identified, the class teacher will ask you to work alongside them in the setting of targets for your child's learning. They will use any strategies, equipment or approaches identified as being suitable to aid your child's progress. In addition, they will liaise with the classroom teaching assistant to put in place any intervention programmes that may be run to support your child. Your child's views will also be sought within this process (where appropriate).

SENDCo- Mrs. Dunsdon

The Special Educational Needs & Disabilities Coordinator (SENDCo) will help the class teacher in identifying children with SEND and consider what additional strategies can be tried within the classroom. Once children are identified, the SENDCo will then liaise with school staff and help with setting appropriate targets and choosing suitable interventions to help your child make progress. They may assess your child in order to help with this process.

The SENDCo also liaises with outside agencies such as the Specialist Inclusion team, Educational Psychology Service, Occupational therapists or Speech and Language Therapists. The SENDCo will contact you regarding outside agency involvement.

PASTORAL CARE – Mr. Roscamp

Mr. Roscamp takes on a pastoral care role within school. Where a child may have SEMH (Social, emotional, mental health) needs, he is available to work with the child and their parents to alleviate issues that may be impacting on the child's learning.

He runs nurture groups when the need arises. Within these groups children's social skills are developed. Children are also helped to understand what constitutes appropriate and inappropriate behaviours within the school/home setting. In addition, children may be given help to develop strategies to deal with anxiety. (These are just a few issues that may be addressed within the nurture provision).

The SENDCO liaises with other agencies, such as Early Help and CAMHs. These agencies are available to help support children and their families within school and at home.

TEACHING ASSISTANTS (TAs)

Our TAs are well trained and have a lot of experience of working with children who have SEND. The TAs support your child's learning in class alongside the class teacher, either by working with them directly, or by working with others in the class to allow the class teacher to work directly with your child. They also take children for small group or one to one intervention work, designed to help your child make greater progress.

3. How will the curriculum be matched to my child's needs?

All teachers deliver high quality teaching, and have high expectations for all pupils in the class. The class teacher plans lessons according to the specific needs of all groups of children. All teaching is based on building on what your child already knows and understands. Different ways of teaching are in place so that your child is fully involved in their learning in class. For your child this may involve using more practical learning, different resources, using technology or additional adult support. Your child's class teacher will have carefully assessed your child's progress informally and formally and will know where there are gaps in understanding or learning, they will decide when additional support is needed.

Specific resources may be used including:

- A quiet learning space to limit distractions
- Pencil grips to support control and to improve handwriting
- Sit-fit cushion to support with posture and to reduce fidgeting
- Visual prompts to remind children of learning
- Visual timetables to develop sequencing of the day
- Prompt cards such as I need help or a timeout card
- Individual behaviour chart
- Home/school communication book

Where it is felt that a child requires more specific and individual support, then an educational or behaviour plan may be drawn up. This is usually delivered by a TA but would be overseen by the class teacher or the SENDCo. Such programmes are implemented on an assess, plan, do and review cycle.

4. As a parent/carer, how will I know how my child is doing and how will school help me to support my child's learning?

Class teachers and teaching assistants observe and assess your child throughout each lesson. This knowledge, in addition to the information collected during planned assessments, helps the class teacher to make judgments about your child's strengths, areas for development and their progress.

The class teacher discusses the progress of each child at a termly pupil progress meeting with the Head teacher. It is during these meetings that the teacher highlights concerns about progress and identifies any difficulties within the learning. A support plan may be suggested to monitor progress which will be reviewed at the next meeting.

This information is shared with parents/carers at parent review meetings. Progress will be reviewed with your involvement and plans and targets made for the next term. This will include an element of support from home. All information from outside professionals will be discussed with you. In addition to the designated meeting, the class teacher is regularly available to discuss any concerns you may have.

The progress of a child with a statement of SEND or an Education Health and Care (EHC) Plan is formally reviewed at an Annual Review with all adults involved with the child's education being in attendance.

5. How will my child be involved in helping to plan their own learning?

We feel that it is very important for our children to be involved in helping to set their own targets and for them to be able to express feelings about how they learn best. Children are invited in at the end of review meetings (where appropriate) so that they can be praised for their efforts and so that they can give ideas about what they would like to get better at during the next term.

6. What support will there be for my child's overall wellbeing and safety?

Unless children are happy at school, learning is not as effective as it should be. Our school has a good history of supporting children who are struggling with emotional difficulties. We regularly run groups where children are able to express their feelings in a safe, secure environment with a trusted adult.

In addition to the high quality class teaching, we run specific programmes for small groups of children. These may be delivered in the classroom or in a learning area, they are most often run by a teaching assistant but under the direction of the class teacher or the SENDCo. We use these sessions to focus on targets to help make progress in specific areas. We also use individualised programmes usually on a one to one basis, often supported by outside agencies.

Keeping our children safe is very important to us and our website has a policy about e-safety measures and how we keep our children safe in school. In addition, the school has an anti-bullying policy which can be found on the website.

7. What specialist services and expertise are available at or accessed by our school?

We use a wide range of services to support our children and families- for more information visit the Rotherham council website.

Some services which are available to be accessed are listed below:

- Specialist Inclusion Service - 01709 334087
- Educational Psychology – 01709 822580
- Speech and language therapy (SALT) – 01709 423230
- Visual impairment team – 01709 336415
- Hearing impairment team – 01709 336430
- Occupational therapy – 01709 424400
- Child and adolescent mental health service (CAMHs) – 01709 304808
- Autism & Communication Team – 01709 336413
- Early Help Team – 01709 334905

In addition to bringing their expertise and knowledge into school to support our staff, these services also loan or help us to secure any specialist equipment that our children may need.

8. What training have the staff supporting children with SEND had?

The SENDCo attends relevant training in order to keep up to date with new strategies and interventions and with current developments within SEND.

She is working towards an Advanced Certificate in Special Educational Needs.

During recent years the staff (including some of the lunchtime supervision staff) have received training in:

- How best to support children with autism
- Early English & Maths skills
- Fluency project for reading
- Early identification with SEND
- Phonics and the teaching of Early Reading
- Sensory needs

9. How will my child be included in activities outside the classroom including school visits?

As an inclusive school, every child has the opportunity to access all areas of the curriculum, therefore provision for visits and activities will be adapted to meet individual needs. This includes our residential. Any child needing specific help will have this discussed between school and home before any visit or activity.

Relevant risk assessments are always carried out.

10. How accessible is the school environment?

Our school complies with legislation for disabled wheelchair users.

11. How will school prepare and support my child to join our school, transfer to a new setting or the next stage of education and life?

- We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any move is as smooth as possible.
- Any child joining our school or moving to another school
All relevant information for any child starting with us is sent on from their previous school. We will pass on all records and information for any child transferring to a new school so any special arrangements and support can be put in place.
- Moving classes within school
Where we feel it is required, extra visits are scheduled and time allowed to meet the new staff. If appropriate the teaching assistant may move with the child. As we are a small school, most children are familiar with all of the staff and this makes transitions easier.
- In Year 6
We make sure all relevant information is discussed and sent to the SENDCo of the secondary schools to which our children transfer, mostly Dinnington and Wales. Where possible we invite SENDCos or Learning Mentors to summer term review meetings to meet parents and discuss needs. We organise extra visits to the local secondary schools for children with SEND if necessary so they can become familiar with the layout and routines. They have the opportunity to meet key members of staff and make new friends. This has worked well in the past.

12. How are the school's resources allocated and matched to children's special educational needs?

The school budget includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. The Head Teacher, the Deputy Head Teacher and SENDCo discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. All interventions and support for SEND pupils is identified on a school provision map which is reviewed termly and changes are made as required.

13. How is the decision made about what type and how much support my child will receive?

If your child continues to make little or no progress, despite high quality teaching targeting their needs, the class teacher and the SENDCo will assess whether the child has a significant learning difficulty. Where this is the case, in consultation with yourselves as parents/carers, an agreement about the level of SEND support that is required will take place. The support will be carefully monitored to look at the impact. If there is no or very little impact, it may be necessary to apply for an Education, Health and Care plan to further support the child's needs.

Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupil's needs from this (including equipment).

If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

14. How are you as parents/carers involved with the school?

We are child centred so you will be involved in all decision making about your child's learning. We arrange termly meetings to review progress. We discuss what is working in school and how this can be adapted at home. We set and review targets together with parents/carers so we work very much in partnership.

15. Who can I contact for further information?

For initial concerns contact the class teacher, then the SENDCO. The SENDCO (Mrs. Dunsdon) can be contacted via email at the following address:

enquiries@anstonparkjuniors.co.uk

By phone on: 01909 550779

Rotherham SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) can offer you impartial information, advice and support. They can be contacted on the following number: 01709 823627

Rotherham's parent/carer forum is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Rotherham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.

- Rotherham Parents Forum Limited
c/o Mangham Manor House
Scrooby Lane
Parkgate
Rotherham
S62 6NX

Telephone 01709 296262 (Lines open from 9.15am - 3.00pm Monday to Friday term)

Website: <http://www.rpcf.co.uk>

16. What to do if you as a parent/carer are not happy with a decision or what is happening in school to support your child.

Your first point of contact is always the person responsible – this may be the class teacher; the SENCo / Head teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Head teacher then speak to a SEND Governor.

If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

Complaints and Representations Officer at:
complaints@rotherham.gov.uk

Health: <http://www.rotherhamccg.nhs.uk/concerns-and-complaints.htm>

Further information about Resolving Disagreements can be found in Chapter 11 of the SEND

Code of Practice, available here:

[SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf](#)