



Welcome to John Ray Junior School's SEN Information Report.

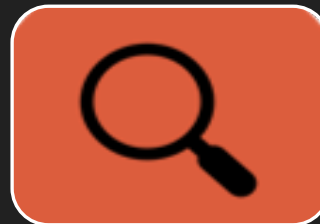
Please click on an image to take you to the page.



Compass Partnership of Schools



SEND Needs



Identifying SEND



Children with SEND



Working together



Assessment and reviews



Approach to teaching and learning



Adaptions



The whole child



Wellbeing



Additional opportunities



Transition



External agencies



Complaints and policies



Meet the team

Compass Partnership of Schools

Shaping the future, transforming lives

The Compass Partnership of Schools is an ethical and ambitious learning community that seeks to inspire every child to value their education, know themselves, understand others and work to create a fair, just and sustainable society.

Our Values are:

- **Optimism**
- **Ambition**
- **Resilience**

Vicky Childs is the Special Educational Needs Coordinator (SENCo) at John Ray Junior School and has the National Award for SEN Co-ordination.

You can contact her via the school office on 01376 324107.



Please click here to
return to the home
page.



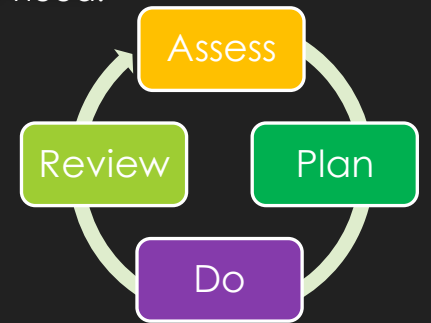
SEND Needs

As identified in the 2014 Special Educational Needs and Disability Code of Practice (January 2015), there are four main areas of need.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

All staff within Compass Partnership of Schools have received, and will continue to receive, training specific to a variety of Special Educational Needs and Disabilities.

Each pupil in the school has access to high quality teaching within the classroom. Some children may need some extra support that is “*additional to and different from*” their peers (SEND Code of Practice 2015, 6:15). In these cases, the children may be placed on SEN support and a personalised programme of support is set up for them which will be linked to the graduated approach of assess, plan, do, review. For some children, who need further support, an assessment for an Education, Health and Care Plan may be requested from the Local Education Authority.



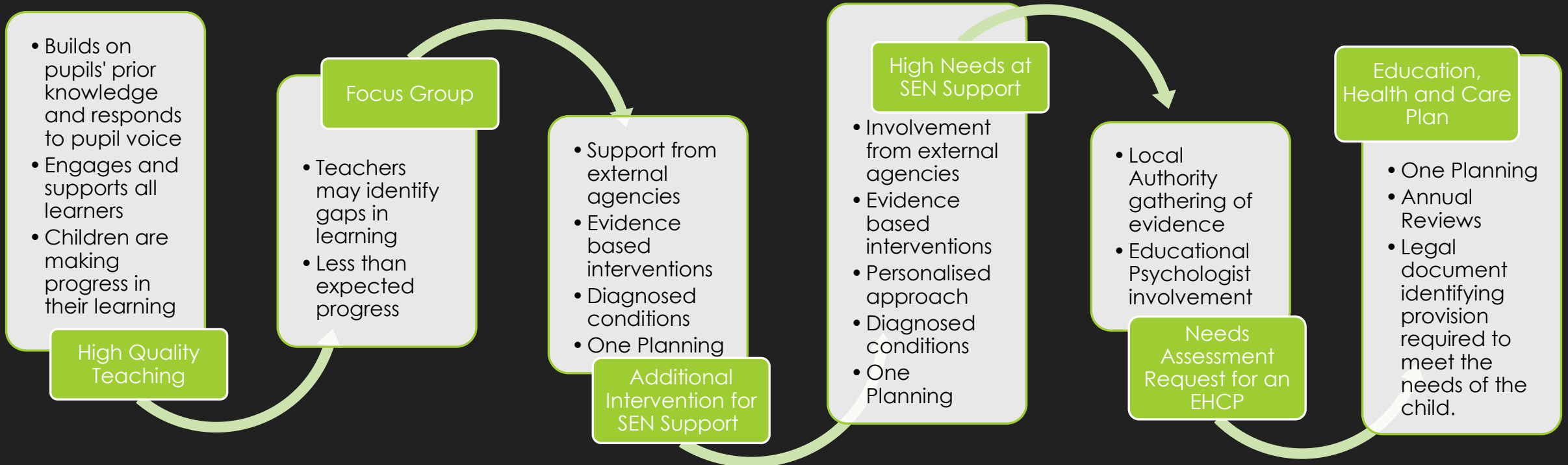
Please click here to
return to the home
page.



Identifying SEND

From time to time, teachers may identify that a child may have special educational needs and will share this concern with parents and carers and the SENCo. Once a concern has been shared, additional provision or intervention may be provided to meet the child's needs through a graduated approach.

Please click here to return to the home page.



Children with SEND

○SEN Support

Additional or different help is given from that provided as part of the schools' usual curriculum. The class teacher and Special Educational Needs Co-ordinator (SENCo) may also receive advice or support from outside specialists. The child does not have an Education, Health and Care Plan if they receive SEN Support.

At times, following a reflection on the progress made by the child and if appropriate, children may be removed from the SEN register. Parents and carers will be involved and informed of this decision.

○Education, Health and Care Plans.

A pupil has an EHCP when a formal assessment has been made. A legal document is then in place that sets out the child's needs and the extra provision they should receive. More details can be found on the Essex Local Offer: <http://www.essexlocaloffer.org.uk/category/one-planning-and-education-health-and-care-plan/>.

○All children that are on the SEN register will have provision that is 'additional to or different from' their peers and teachers will meet with parents and carers. These meetings will be led by the class teacher and they will take place each academic term. Parents and carers will be invited to be involved in this meeting. The meeting will focus on the whole child and celebrate their achievements, they will also look closely at how we can improve the provision and what strategies are needed to meet the child's outcomes including what is and what is not working.

In Essex, meetings surrounding SEN provision are called One Plan meetings.



Please click here to
return to the home
page.



Working together



We recognise that parents/carers play an integral role in the progress of their child and we work hard to foster a strong working relationship.



Parents/carers are invited to attend termly meetings, Annual Reviews, school activities and events to celebrate and review their child's progress as well as informal methods of communication.



Parents/carers are encouraged to contact the class teacher in the first instance if they have any concerns and the class teachers will refer to the relevant support internally or externally.



Children have the opportunity to share their views, thoughts and feelings through their class Learning Forum, termly meetings, Annual Reviews and pupil voice.

Please click here to
return to the home
page.



Assessment and reviews

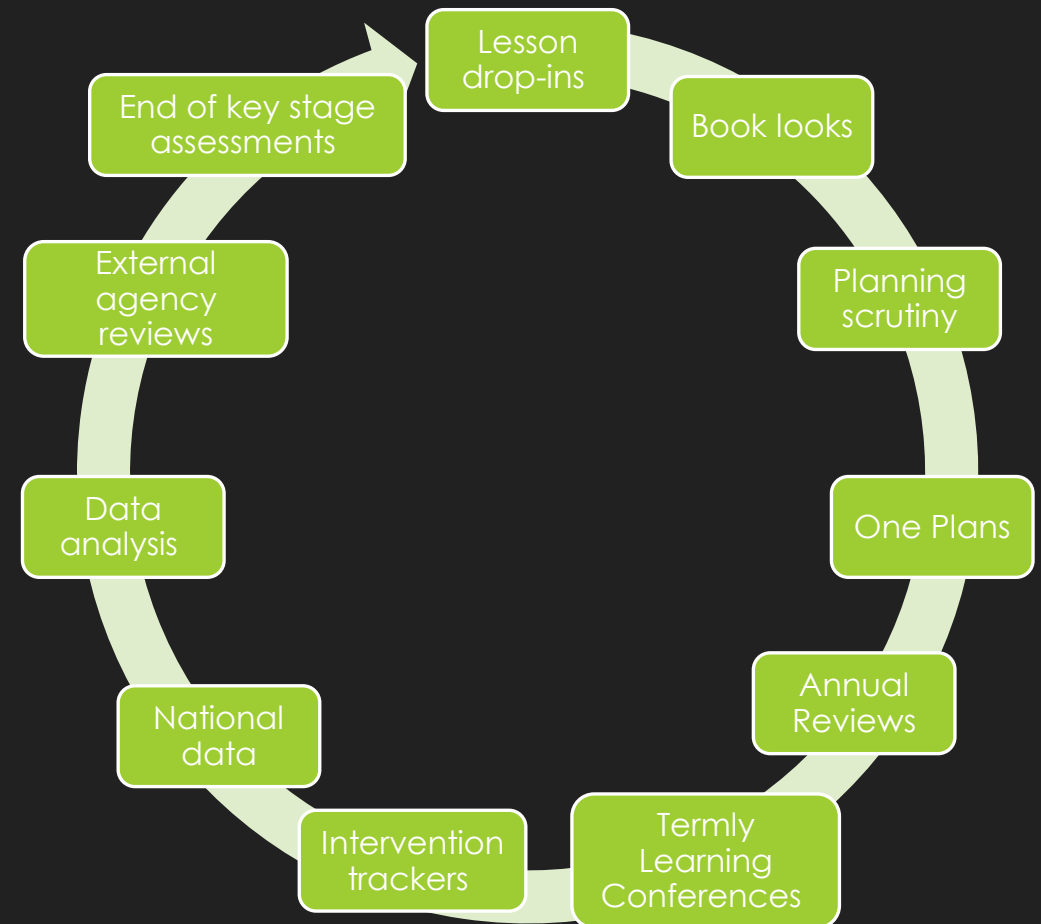
A range of assessment tools are used to identify areas of need and measure progress. Some children may engage in more specific assessments based on their area of need.

Every child who receives SEN support or who has an Education, Health and Care Plan (EHCP) will have a termly meeting with parents/carers which will be led by their class teacher and the child.

Children who have EHCPs will also have an Annual Review which is shared with the families and Local Authority to measure progress against the outcomes identified in their EHCP.

The provision for children with SEND is regularly reviewed and monitored across the school, Compass East and local cluster groups.

Please click here to return to the home page.



Approach to teaching and learning

"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff" [Code of Practice; June 2014: 6.36]

We ensure all children have access to high quality teaching from their class teacher. Where necessary, some children may receive additional provision to meet their individual needs.

Some children may require a personalised approach including a personalised curriculum, personalised timetable or care that is required to meet health needs following guidance from medical professionals.

All children will be assessed as part of the school assessment cycle where personal targets are set. Over time, support will be planned to meet these targets. Each target will be reviewed. This is part of the One Plan process based on the graduated approach of assess, plan, do, review. At times, some children require additional support whereby the SENCo may apply for an Education, Health and Care Plan. We endeavour to ensure all children make progress from their starting points.

Please click here to
return to the home
page.



Adaptions



We create an inclusive learning environment whereby all children, including children with Special Educational Needs and Disabilities are expected to take part in all activities alongside their peers. Reasonable adjustments will be made to meet the individual needs of the pupil when necessary. We make reasonable adjustments to our curriculum and learning environment to ensure all children can achieve their potential.



Adaptions to the learning environment could include: personalised planning, including personalised curriculums, coloured backgrounds on books and/or overlays, a visual timetable, an individual timetable, large fonts, specialist equipment such as large print dictionaries, visual cues and aids, staff support and evidence-based interventions.



Adaptions for the physical environment include: accessible toilets, hygiene suite, changing table, high visibility marking on steps, double doors in some areas of the building, fire evacuation chairs, lifts and ramps.

Please click here to
return to the home
page.



The whole child

We have high expectations of children with Special Educational Needs. We ensure that they *“achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood”* (Code of Practice 2015, 6.1).

We ensure that all children are provided with relevant opportunities to develop their independence in an inclusive setting. Strategies we adopt to ensure *“All pupils should have access to a broad and balanced curriculum”* (SEND Code of Practice, January 2015: 6.12) are:

- a graduated approach linked to assess, plan, do, and review;
- high quality teaching supporting pupils on SEN Support or children with an Education, Health and Care Plan;
- provision which is ‘additional to and different from’;
- targeted evidence-based interventions;
- at times, adult support if the school decides it is appropriate;
- liaison with outside agencies.



Please click here to
return to the home
page.



Wellbeing

Each school within Compass Partnership of School has a qualified Youth Mental Health First Aider. In addition to this, we access support from external agencies such as Kids Inspire and the Emotional Wellbeing and Mental Health Service (EWMHS) or Child Adolescent Mental Health Service (CAMHS). Our PSHE curriculum includes aspects of feelings, emotions and relationships to ensure children have the opportunity to understand their feelings and express themselves safely.

At Compass Partnership of Schools, we understand the importance of self-regulation and work hard to provide children with opportunities to identify what tools they need to recognise different emotions as well as developing a toolbox of strategies to use when they are not regulated.

Within each school, there is a pastoral team who can offer social and emotional support for pupils where needed. At John Ray Junior School, we have a large pastoral team made up of a Pastoral Care Manager, two Learning Mentors, a Nurture Practitioner and a Nurture Assistant. Mrs Vicky Childs is the qualified SENCo and is supported by Mrs Joanne Yeaman. All staff can be contacted via the main school office on 01376 324107.

Part of our provision at John Ray Junior School is our Nurture provision which supports children with social, emotional and mental health needs including attachment difficulties and trauma. More information can be found at <http://johnray.changesp.org/node/269> or <https://www.nurtureuk.org/>.

Please click here to
return to the home
page.



Pastoral team

The emotional wellbeing of pupils is a priority at John Ray Junior School. We have a large pastoral team who are responsible for supporting children with their learning and social and emotional development.

All members of staff can be contacted on 01376 324107.

Mrs Childs



Assistant
Headteacher
for Inclusion and
Special
Educational
Needs Co-
ordinator

Mrs Yeaman



SEN admin
support

Mrs Keegan



Pastoral Care
Manager

Miss Parker



Learning Mentor
for Year 5 and
Year 6

Mrs Ramsay



Learning Mentor
for Year 3 and
Year 4

Miss Buckley



Nurture
Practitioner

Mrs Baker



Nurture
Assistant

Please click here to
return to the home
page.



Additional Opportunities

We have high expectations of children with special educational needs. We ensure that they “*achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood*” (Code of Practice 2015, 6.1).

We ensure that our school is inclusive by ensuring all children have access to:

- inclusion in all activities/curriculum;
- after school clubs;
- classroom and whole school responsibilities;
- lunchtime club;
- school residential visits;
- adult or peer support as necessary to help children access all areas of the curriculum;
- enrichment day activities;
- weekly Class Learning Forums.

Please click here to
return to the home
page.



Transition



All children will encounter transition throughout their time at school and this can be a tricky time. Any change or transition will be carefully considered and managed thoroughly to ensure the needs of the child are met.



Children will move between classes and will encounter changes of teachers. The children will have the opportunity to meet the new adults they are working with. Children will visit their new classrooms where required. In some cases, some children may require additional support for transition which could include additional visits, social stories, photos or transition packs.



Sometimes, children may move school. We will work with the other school and share relevant information to ensure there is a thorough transition. If the child has an Education, Health and Care Plan, often the Local Education Authority will consult directly with the school. More information can be found at <http://www.essexlocaloffer.org.uk/>.



All schools within Compass Partnership of Schools will work closely with families, other schools or nurseries and where necessary, medical professionals to provide a smooth transition between settings that meet the needs of the child. Staff will work hard to communicate fully with other agencies.

Please click here to return to the home page.



External agencies

○ Within Essex, we have worked closely with our Local Authority's Statutory Assessment Service. In addition to this, we seek support from the Educational Psychology service and other professionals such as Specialist Teachers.

○ We work closely with external agencies to support the individual needs of the child, these can be seen to the right.

Wellbeing and mental health

- Kids Inspire
- Emotional Wellbeing and Mental Health Service/CAMHS

Speech and language support

- Provide
- Communicate

Community Pediatrics

- Pediatricians
- Occupational therapy
- Physiotherapy

Social Care

- Family Solutions
- Social workers

Specialist Teachers

- Visual impairment
- Hearing impairment
- Physical and Neurological Impairment

School Health Team

- School Nurse
- Health Visitor

Medical Professionals

- Specialist Consultants
- General Practitioners

SEND Operations

- Inclusion Partners
- Educational Psychologist
- Engagement Facilitators
- SEND operation team members

Please click here to return to the home page.



Complaints and policies

Our policies and provision

The school delivers the requirements of the National Curriculum and adapts this according to individual needs. Our approach focusses on teaching children the skills they need for lifelong learning and independence as they progress to ensure they are prepared for adulthood.

A range of our school policies are available on our website or we can provide copies on request.

Please see the following documents:

- Special Educational Needs and Disability Policy
- Equal Opportunities Policy
- Essex Accessibility Plan
- Accessibility Plan

Essex Local Offer

The Local Offer provides information on the services in Essex that are available for children and young people with Special Educational Needs (SEN) and Disabilities aged from birth to 25.

<http://www.essexlocaloffer.org.uk/>

Complaints

Please refer to the school's complaints policy.

Reviewed June 2022.

Please click here to
return to the home
page.

