



# Beeston Rylands Junior School

## SEND Information Report 2024-25

### Who to contact

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<https://www.trenrylandsfederation.com/>

### Where to go

Trent Road

Beeston

Nottingham

Nottinghamshire

NG9 1LJ

### When is it on

8.55 am – 3.25 pm for school aged children

### Other details

Referral required? No

Age range: 7-11 years

### Term Time

Beeston Rylands Junior School is a Local Authority maintained school providing an inclusive education for children aged 7-11 years.

### Introduction

Beeston Rylands Junior School is a mainstream junior school that aims to be as inclusive as possible and tries to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

There is a wide range of special educational needs for which children may need extra support. Sometimes these needs are only short term, others may continue through a child's school life and some children may have a specific diagnosis. The needs generally fall into one or more of the following categories; Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and Physical.

### How does Beeston Rylands Junior School identify and assess SEND?

Progress is monitored very carefully at Beeston Rylands Junior School from the point of entry. Staff work very closely with the children to listen and look for signs that all children are making the progress that they deserve to make. In most cases, this is noticeably smooth and children make academic, social and emotional progress, alongside developing in their speech and ability to communicate.

Identification methods that are used at Beeston Rylands Junior School are:

- Information from Infant Schools
- New Starter Assessments

- During a child's school career parents or a class teacher may raise a concern.
- Progress meetings with the class teacher and SENCo may raise a concern about a child's progress.
- The child's class teacher may assess their needs and, in consultation with parents and the SENCo, identify the level of support they are likely to require.
- More formal assessments may be completed by any of the following: SENCo, Teaching Assistant, Teacher or other outside agencies.

Pupil progress is monitored on a termly basis in line with the SEND Code of Practice and termly progress meetings with the Senior Leadership Group and Staff are held to monitor progress of different groups, including children with SEND.

Where this may not be the case, children are 'flagged up' very quickly by class teachers, who first talk to their class colleagues about what they notice. If the concern continues to present itself then the Class Teacher will follow a graduated response using the 'Assess, Plan, Do, Review' cycle and implement some class-based support. Parents will be informed at this stage which may be informally or formally. This will be discussed with the SENCo and monitored carefully. Following this, a more formal meeting will be arranged with parents. The school will share concerns and any actions taken whilst at the same time asking for your opinion about the child. If the child is to receive any support that is 'additional to and different from' quality first teaching then they would be placed on the school SEND Support register. If the school feel that support from outside agencies is needed, a referral will be made with the agreement of parents.

### **How will I know how my child is doing?**

There are Parents' Evenings in the Autumn and Spring Terms. Targets are reviewed at these meetings for all children and any child with an individual Provision Map will have this discussed and monitored. At this meeting, targets are reviewed and new ones set together and for any children with additional funding, a final meeting will be arranged in the Summer term to discuss overall progress and discussions around transition will start. At the end of the year you will receive an Annual Report.

### **How do the staff support my child?**

#### Class Teachers

- Take responsibility for the needs of all of their children
- Are responsible for initial identification, assessment, planning and evaluation to meet individual needs (Assess, Plan, Do, Review)
- Meet as required with the SENCo, Liaise with SENCo, TAs, parents and children to write appropriate targets
- Monitor the progress of vulnerable pupils and act upon their findings to 'close the gap' in learning
- Implement in-class support and differentiate teaching
- Share with the children their learning targets and enable them to participate in decision making regarding their special needs (where appropriate)

#### Special Education Needs Co-ordinator (SENCo) Kathrin Barnett

- Ensure a consistent whole school approach to special educational needs

- Maintain the upkeep of an appropriate special educational needs register and review when necessary
- Seek advice and support and liaise with outside agencies and with other SENCOs
- Monitor the impact of intervention strategies and act upon the findings
- Arrange formal reviews and ensure completion of appropriate Action Plans
- Support class teachers and teaching assistants in the identification, assessment, planning and evaluation process
- Monitor the use of, maintain and develop SEN resources
- Liaise with parents and other agencies at formal and informal meetings

#### Headteacher

- Stipulates adherence to the Special Educational Need (SEN) Code of Practice in school planning
- Determines the use of financial resources, staffing levels and staff deployment
- Monitors data analysis and report back to governors

#### **How is the teaching adapted for my child with SEND?**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Strategies to ensure all children can access the curriculum include;

- Making use of all class facilities and space.
- Ensuring the classroom environment and learning expectations are appropriately modified.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group support is available where it is felt that pupils would benefit from this provision.
- Keeping a record of interventions and their impact.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.
- Implementing individual access arrangements for SATS

#### **How is the type and amount of support decided for my child with SEND?**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding (AFN) might be from a budget which is devolved to and moderated by the Family of Schools. This is accessed by submitting bids according to the level of support required. The SENCO formulates the bids according to LA prescribed criteria.

For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The SENCO, supported by the Family SENCO, will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this High-Level Need funding.

### **How will my child be included in all activities outside the classroom, including school trips?**

The school curriculum is regularly reviewed by the Senior Leadership Group and the SENCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. Reasonable adjustments are also made to ensure children can access extra-curricular activities and school visits. This may involve 1:1 TA support or parents providing extra resources/support for the child.

### **How do you support my child's well-being?**

We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative. All classes deliver PSHE (Personal, Social, Health and Economic education) lessons using the Jigsaw resources to support this development.

However, for those children who find aspects of this difficult, we offer in-school nurture provision. Examples of these are Think Children sessions, TLG sessions or the ELSA programme. If your child still needs extra support, with your permission, the SENCo will refer to further agencies like Children and Adolescent Mental Health services (CAMHs) or the Primary Mental Health Team.

### **What training do the teachers have?**

Our school operates the following training programmes:

- The SENCo is fully qualified and is currently completing the National Award for SEN Coordination.
- The family of schools support and use expertise within the schools to train each other where possible in a SENCo's network.
- Specialist Schools and Families Services provide training. This usually occurs within the family of schools.
- The Educational Psychologist Service also provide training.
- The family of schools also work together to train staff with teaching assistants running an annual family training day with an identified need as the focus.
- Individual staff also attend training to support specific needs.
- Teaching assistants have access to some in house training that links to arising need.

### **How accessible is the school to children with a Disability or Special Educational Need?**

The school has been adapted to accommodate children with a physical disability. All classrooms are accessible for people with mobility issues.

### **How can I support my child's learning?**

The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. Please contact them to arrange a mutually convenient time. The SENCo is also available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with the person involved directly, or where this is not possible, in a report. For our funded children, Provision Maps and targets will be reviewed with your involvement every term.

### **What should I do if I have a concern?**

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you can contact the Special Education Needs Co-ordinator (SENCo) Kathrin Barnett. The school SEN Governor, Deidre Bagley, can also be contacted for support.

### **Who can the school access to provide them with support/expertise?**

The school has links with external support services in order to fully support our SEN pupils and aid school inclusion. The following services will be involved as and when is necessary:

Schools and Families Support Services

Early Years Support

Sensory Impaired Support

South Broxtowe Primary Behaviour Partnership

Speech and Language Therapy Service

Educational Psychology Service

Community Paediatrician

Occupational Health

Physiotherapy

Ask Us (previously Parent Partnership)

Sure start

Early Help Unit

### **How does school support my child through different transitions?**

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school: The SENCo will have contact with the previous setting where appropriate. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them. Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school: We will contact the school SENCo and ensure they know about any special arrangements or support that will need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school. We will make sure that all records about your child are passed on as soon as possible. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

When moving classes in school: Information will be passed on to the new class teacher in advance and a transition meeting will take place. Targets will also be shared with the new teacher. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

When moving to Secondary School: In Year 6, the SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases where there is significant need, a transition review meeting to which you will be invited will take place with the SENCo from the new school. Your child may participate in focused sessions relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

**What is the Local Offer?**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Beeston Rylands Junior School is part of Nottinghamshire Local Authority's Offer.

You can find the local offer at:

<http://www.nottinghamshire.sendlocaloffer.org.uk>