



## Shaftesbury Junior School

Latimer Street, Leicester, LE3 0QE  
Tel: (0116) 254 9203 Fax: (0116) 275 6512  
E-mail: office@shaftesbury.leicester.sch.uk  
Headteacher: Mr. K. Stewart

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### Shaftesbury Junior School, Leicester

### Special Educational Needs and Disabilities (SEND) Information Report

October 2020

This report includes information in compliance with the following:

- **Section 69(2) of the Children and Families Act 2014**
- **Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014**
- **Section 6 of the Special Educational Needs and Disability Code of Practice 0-25 year**

#### **1. Provision for all**

At Shaftesbury Junior School, the member of staff who Coordinates SEND provision is:  
**Mrs. Lauren Parnell (Inclusion Coordinator)** (Telephone 0116 2549203)

The name of the school governor who oversees SEND is: Alex Buchanan-Smith

#### **Admission arrangements**

Shaftesbury Junior School is an inclusive school. All who are involved in the life of the school are valued and treated equally and fairly irrespective of their background, level of attainment, ethnicity, gender, sexual orientation, dis/ability, religion or belief.

Our aim is to integrate children of all needs and abilities, to ensure they reach their full potential. For pupils entering the school in Year 3, or those transferring from other schools in other year groups, we adopt the following procedures for identification and assessment of SEND:

- the analysis of data including baseline assessment, KS1 data, current attainment levels, Standardised scores, reading ages, annual pupil assessments
- tracking individual pupil progress over time



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- liaison with feeder schools on transfer
- information from previous schools
- information from other services

### **COVID-19**

*Due to the current pandemic, strict safety measures have had to be put in place throughout the school to keep children and staff safe. We have a full and comprehensive Risk Assessment in place. In keeping with government health and safety guidelines, arrangements for supporting children with Special Educational Needs and Disabilities have needed to be adjusted to ensure risks are minimised.*

*Children are taught within class bubbles, which do not mix and each child remains seated in one space throughout the week. Children and teachers are supported by teaching assistants who remain within these bubbles, with reduced movement within and between classes. As much as possible, adults adhere to strict social distancing measures. This means that individual and small group work, either within or outside the classroom, cannot take place as it normally would.*

*Children are supported through high quality teaching, with a broad, balanced and differentiated curriculum, within their own classrooms. Some changes to the curriculum, to teaching methods and to how equipment is used have had to be introduced.*

*Progress of children with SEND continues to be monitored using individual Pupil Support forms and via the school tracking data (2019-20 data could not be completed due to Lockdown in the Spring term).*

*Outside agencies such as LCI, The School Psychology Service, SEMH and SALT continue to support the school, but with reduced visits and face-to-face meetings. Annual reviews for children with EHCPs are held virtually.*

### **Teaching and learning**

Any child who is thought to have SEND will be supported using a range of strategies which could include

- teachers providing a differentiated curriculum in class through using a range of teaching styles and setting work suited to a range of different abilities
- receiving additional adult (e.g. teacher, TA, HLTA) support in/outside class, within a small group, pair or individually
- using a range of resources which are available to support children to make good progress in learning/behaviour



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- using specialised equipment which may be provided to develop skills and understanding
- recording and monitoring progress regularly

### **Access facilities**

Every child, regardless of special educational needs and disabilities, has the opportunity to take part in all activities within school and outside, including trips. The school strives to facilitate each child's particular needs and positively encourages all pupils to participate fully in all aspects of school life.

Shaftesbury Junior School is disability friendly. The school is on one level with ramp access at the main entrance. Corridors are reasonably wide and we have an easy access toilet. Where and when appropriate, we make changes to the environment or building that are necessary for children with physical or other sensory disabilities. All classrooms are carpeted and ceilings have been lowered to reduce excess noise for any pupils with a hearing impairment. We have a number of adaptations for specific needs, such as grab-rails, hazard tape on steps and sloped writing boards, sensory cushions and specialist IT resources.

All of our classrooms are inclusion-friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

### **Staff**

All staff are committed to providing high quality education, care and support for all pupils. We have members of staff who are trained in a number of specific areas to support SEND, including Autism, Visual Impairment, Social and Emotional Well-being and Diabetes care. All staff have received Autism Awareness training.

### **Recording Provision**

At Shaftesbury, when it is clear that a child is experiencing difficulties and needs extra support, which cannot be addressed within the normal classroom routine, the class teacher will speak to the Inclusion co-ordinator. These difficulties may be categorised as Cognition & Learning, Communication & Interaction, Sensory & Physical and Social, Emotional & Mental Health. The Inclusion Co-ordinator will then contact the parent/carer of the child to request permission to place the child on the SEND Register, if this is appropriate. At this point, a



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Pupil Passport and Pupil Profile will be produced, containing a record of the learning outcomes and strategies to be used to support the child. These strategies will usually be additional and different to those received by the rest of the child's class/Year group. The targets will be monitored by the class teacher and in addition, the Inclusion Co-ordinator, Senior Management Team and class teacher will monitor the progress of the child each term. Parents will be invited to attend parental review meetings to discuss the progress their child is making and any new/revised targets will be set and recorded on a Review Form, part of the Pupil profile.

### Interventions

We use a range of intervention programmes and strategies to support the children's learning/behaviour. Information relating to the intervention programmes may be shared with parents in the IEPs and at the parental review meetings. During the intervention programmes, pupil progress will be consistently monitored and recorded to evaluate impact. The intervention programmes will usually be delivered by experienced staff, including both teachers and Teaching Assistants (TAs).

In addition, we have an Inclusion Support worker who can work with children on a one-to-one basis to support those with emotional/behavioural issues and work with families in supporting their children at home.

### Support from outside agencies

The Local Education Authority offers a range of specialist support and services. These agencies provide expert advice and help, to deliver appropriate support and interventions, as well as diagnose any specific learning difficulties. These will include:

- **SEND Support Service**
- **Learning, Communication and Interaction Team (LCI Team)**
- **Hearing Support Team**
- **Visual Support Team**
- **Speech & Language Support Team (SpL team)**
- **Primary School Social, Emotional and Mental Health Team ( SEMH Team)**
- **School Psychology Service (Educational Psychologist-EP)**

Other specialists such as **Speech and Language therapists** or **Occupational therapists** can also support pupils in school. If the school feels that the involvement of another agency will help them to meet a child's needs, parents will be informed by the SEND Coordinator/teacher and asked to give their written consent.



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### **School-parent partnership**

At Shaftesbury, we recognise the crucial role played by parents/ carers in their child's learning and progress. We believe that the school and parents/carers working together as a team will lead to the best possible outcomes for every child. For children with SEND especially, parental knowledge and understanding of their child's needs is essential to support the school in making the best provision for them.

We recognise the importance of communicating regularly with parents/carers to discuss how well their child is progressing.

On-going communication may include: -

- contact through letters/notes/report cards/email/telephone
- direct contact with the class teacher/SEND Coordinator/Senior Management Team
- meetings to update parents on their child's progress and whether the support is having an impact
- guidance on how to support pupil's learning at home (e.g.in Pupil Profiles/meetings)
- the sharing of any important general information on the school website

### **Education, Health and Care Plans-EHCPs**

Occasionally, for a very few children, more help may be needed than is normally available through our own resources here. The school, parents and other agencies may decide that it is necessary to make a referral for an EHCP assessment (formerly a Referral for Statutory assessment) through the local authority. There will be a more formal meeting, where the school, parents and outside agencies will discuss the child's needs and the process will be explained to the parents/carers in more detail.( For further information on EHCPs, see the link below).

### **Key contacts**

Mr. Karl Stewart- Head teacher (Telephone 0116 2549203)

Mrs. Helen Cartwright- Deputy Head teacher (Telephone 0116 2549203)

Mrs. Lauren Parnell-Inclusion Coordinator (Telephone 0116 2549203)

Jane Espley- Inclusion Support Worker (Telephone 0116 2549203)

### **Further Information:**

Leicester City Council-

<http://families.leicester.gov.uk/local-offer/>

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

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

<https://www.ipsea.org.uk/what-you-need-to-know/ehc-plans>