

St. Ives Junior School – November 2018
“Learning Together, Free to Fly”



Our Special Educational Needs and Disability (SEND) Information Report

Our SEND Information Report details the provision, expertise and resources that are currently in place to ensure that we can meet the special educational needs of all the children in our school. The report will be updated regularly to reflect the changing needs of our pupils. All staff and governors are involved in monitoring and evaluating the special educational provision and are responsible for the successful implementation of this to raise the achievement and rates of progress of all pupils with special educational needs. St Ives Junior School is an inclusive school and the types of SEND we provide for are:

Communication and interaction - this includes children with speech and language delays, impairments or disorders, as well as hearing impairments and those who demonstrate features within the autistic spectrum.

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties and/or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.

Social, Emotional and Mental Health Difficulties - this includes children who may be withdrawn or isolated, display disruptive, disturbing or hyperactive behaviour or lack concentration.

Sensory and/or Physical Needs - this includes children with sensory or multi-sensory difficulties and/or physical difficulties.

The list below is not definitive but reflects the needs of pupils currently on roll.

- *Dyslexia*
- *Autistic Spectrum Condition*
- *Attention Deficit Hyperactivity Disorder*
- *Receptive language difficulties*
- *Sensory Processing Difficulties*
- *Developmental Coordination Disorder (DCD)/dyspraxia*
- *Social and emotional vulnerability*
- *Moderate learning difficulties*
- *Speech, language and communication disorders*

At SIJS, we believe that quality first teaching is key, underpinned with high expectations of all pupils. In our flexible and targeted approach to differentiation, there is no ceiling placed on ability. Learning partners are deliberately chosen at random and changed every week to enable pupils to learn with peers of different gender, ability and friendship groups. Talk underpins our curriculum and encouraging pupils to orally rehearse is key to success. With peer talk being embedded in every classroom, the school has a 'no-hands up' policy which holds all pupils to account, including pupils with SEND. Class teachers have the ultimate responsibility for the learning of all pupils in class. This includes any intervention and direction to support staff.

All pupils on the Record of Need have an Individual Education Plan (IEP). Pupils' targets are addressed through specific teaching within the classroom by support staff or the class teacher. Alternatively, targets may be addressed through intervention with support staff or other teaching staff as directed by class teachers. The vast majority of intervention is done within the classroom setting. When it is considered that intervention is more appropriate outside of the classroom then the input is short and frequent.

Our curriculum is broad, balanced, and highly individualised to suit the needs of the pupils at school. The life-long learning skills of reciprocity, responsibility, reflectiveness, resourcefulness and resilience are taught explicitly. The school celebrates a 'have a go' culture where pupils enjoy being stuck and where making mistakes are celebrated. Pupils are encouraged to ipsatively reference, comparing themselves to their previous attainment by celebrating progress

they have made in their learning, setting their own learning personal bests.

Staff and governors are all given opportunities for relevant and appropriate training. The majority of staff have received dyslexia training and dyslexia friendly strategies are in place throughout the school. Training is regularly updated and new knowledge, understanding and strategies are shared with all staff to ensure a consistency of approach across the school.

Headteacher: Ruth Davey 01736 796202

SEND Governor: Lawrence Ford

Special Educational Needs and Disabilities Coordinator (SENDCo): Heather Wilson 01736 796202

Listening and responding to pupils		
Whole school approaches The universal offer to all pupils at SIJS	Additional targeted provision according to the needs of the pupils at SIJS	Specialised provision for individual pupils at SIJS
<ul style="list-style-type: none"> Personal, Social & Health Education and Rights Respecting behaviour is embedded within the curriculum. Pupil council Individual termly pupil conferencing between pupils and class teachers Pupil interviews between pupils and subject leaders Pupil Voice questionnaire completed annually and actions taken as required 	<ul style="list-style-type: none"> Pupils are involved in setting their own Individual Education Plans (IEPS) targets with parents/carers and class teachers before and during IEP review meetings. Concerns and disclosures are recorded rigorously in the Child Chronology Records (My Concern). Action is then discussed between the Headteacher/Designated Safeguarding Lead and Deputy Designated Safeguarding Lead as required. Safeguarding and disclosure routines are carefully explained to all staff, and pupils are directed to the Headteacher/Designated Safeguarding Lead or Deputy Designated Safeguarding Lead: pupils know they will be listened to. 	<ul style="list-style-type: none"> 1:1 targeted support to develop listening, speaking and social skills Multi-agency meetings and regular meetings between school and home. Meetings always start with the views of the pupil. Support in accessing Pupil Voice Personalised areas for identified pupils out of class and use of emotion colour charts

Partnership with parents/carers		
Whole school approaches The universal offer to all pupils at SIJS	Additional targeted provision according to the needs of the pupils at SIJS	Specialised provision for individual pupils at SIJS
<ul style="list-style-type: none"> Daily opportunities for parents/carers to meet with class teachers; 8.35-8.50 and at the end of the school day In depth consultations in November and March with parents/carers Additional parental consultations offered in July after reports Homelearning diaries used for communication between home and school. Regular contact with parents/carers via phone as required Regular newsletters from the Headteacher are sent home and placed on the website 	<ul style="list-style-type: none"> IEP (Individual Education Plan) review meetings are held each term. These meetings will be in November and March alongside the parental consultation progress meetings. The third IEP review meeting of the academic year will be held in July. Headteacher and family liaison officer support parents/carers in signposting support e.g. Early Help Hub 	<ul style="list-style-type: none"> Additional support meetings with Headteacher or SENDCo in managing needs when appropriate Annual reviews for children with a statement, or an Education, Health and Care (EHC) Plan Headteacher working to support parents/carers in signposting support e.g. Family Support, multi-agency meetings and regular meetings between school, home and external professionals

<ul style="list-style-type: none"> • Termly newsletters from year group teams detail the term's learning sent home and placed on the school website • The school website, Facebook and Seesaw is regularly updated with information for parents/carers and learning opportunities. • Leadership team on outside duty from 8.25 to support pupils and to be accessible to parents/carers • 'Meet the teacher' meetings arranged in the first week of every year • 'How to support your child' workshops held in Maths and English for parents and carers • Termly Open afternoon and Learning afternoons for pupils to share their learning with their families • Parent/carer comments on homelearning sheet 		
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The curriculum

Whole school approaches The universal offer to all pupils at SIJS	Additional targeted provision according to the needs of the pupils at SIJS	Specialised provision for individual pupils at SIJS
<ul style="list-style-type: none"> • Curriculum subject areas are consistently linked through a topic approach (EPIC – Exciting, Personal, Innovative, challenging). • Genuine, memorable learning opportunities to heighten pupils' levels of engagement • A strong emphasis is placed on our core values to support children to recognise and reach their potential through being a Rights Respecting School. • Homelearning is used effectively to support the week's learning. This includes daily reading, as well as spelling and times table practice. Learning projects, once a term, are linked to EPIC learning. • Opportunities to learn instruments through peripatetic teachers • A range of assemblies led by senior leaders and subject leaders • Annual report to parents • Consistent use of high quality technological hardware across the curriculum including The Hub (computer suite) 35 desktop computers, 40 chromebooks, 32 iPads and 10 iPods • Attending early morning Hub Club (8.25-8.50) to use the computers to embed and extend their learning 	<ul style="list-style-type: none"> • Speech and language support • Additional opportunities for pupils to read to an adult • Range of early reading and spelling resources including Letters and Sounds, Read Write Inc. • 1:1 or small group intervention focusing on social skills, communication, self-esteem • Additional adult support in classes to heighten outcomes for all pupils, supporting emotional, sensory and communication needs • Rol 'n' Write, 'Write from the Start' and 'Letter Join' to support handwriting and letter formation • Online programmes e.g. 'Nessy', 'Teach your Monster to Read' to support reading and spelling 	<ul style="list-style-type: none"> • Personalised curriculum • Outside agency involvement: <ul style="list-style-type: none"> - Educational Psychologist (Local Authority) - Hearing support team - Occupational therapist (Local Authority) - Occupational therapist (Sensory Integration) - Physical and Medical Needs Advisor - School nurse - Cognition and Learning Service • 1:1 Speech and language support • Additional sensory input following recommendations from Occupational Therapist • Therapy ball, Zuma rocker chairs and move 'n' sit cushions to support sensory needs within the classroom

Learning and curriculum approaches – teaching and learning

Whole school approaches The universal offer to all pupils at SIJS	Additional targeted provision according to the needs of the pupils at SIJS	Specialised provision for individual pupils at SIJS
<ul style="list-style-type: none"> • The SIJS model of learning (SPIRAL) provides a consistency of approach across year groups. • Consistently high expectations of behaviour for learning • High aspirations for all pupils • Flexible groupings informed by daily assessments • Pupils explicitly taught to make informed learning choices with an appropriate level of challenge (differentiation) • Ipsative referencing encourages pupils to set learning personal bests. • A classroom culture which encourages risk taking and which celebrates mistakes • Clear WALT (learning objective) and TIB (This is because ...) • Embedded opportunities for talk and collaboration – TEAM (Together Everyone Achieves More) • Range of teaching styles to address the needs of learners • Positive behaviour management strategies: catching pupils' 'getting it right' • Pupils rewarded for making positive choices in weekly celebration assemblies and whole class rewards • Developmental marking is personalised (WOWs and NOWs) • Learning marked daily to inform the learning for the following day and to target resources • A consistency of routine across the school • Pupils systematically reflect on their own learning using the traffic light system after the plenary. • Homelearning is used effectively to support the week's learning. This includes daily reading, as well as spelling and times table practice. Learning projects, once a term, are linked to EPIC learning. • Consistent use of high quality technological hardware across the curriculum including The Hub (computer suite) 35 desktop computers, 40 chromebooks, 32 iPads and 10 iPods 	<ul style="list-style-type: none"> • Evidence of learning on classroom walls to support learning • 'Catch up' Maths and English support and intervention following class learning • Additional opportunities for pupils to read to an adult • Termly reading of high frequency word and Maths screening to inform targeted intervention • Additional adult support in classes to heighten outcomes for all pupils, supporting learning • Technology to support the recording of learning – Clicker, iPads, laptops, scribes • Additional small group intervention for pupils entitled to pupil premium funding 	<ul style="list-style-type: none"> • Visual timetables • Task Management boards • Personalised curriculum. • Pre-teaching of subject knowledge and vocabulary • Individual quiet zones outside of the classroom. • Coloured screen overlays • Pencil grips

Self-help and independence

Whole school approaches The universal offer to all pupils at SIJS	Additional targeted provision according to the needs of the pupils at SIJS	Specialised provision for individual pupils at SIJS
<ul style="list-style-type: none"> • Whole school teaching of the 5 R's: learning dispositions / skills for life (Resilience, Reciprocity, Resourcefulness, Reflectiveness and the overarching Responsibility) • Use of the '4Bs' across the school (Brain, Board/Books, Buddies, Bosses) • Aspirational classroom charters written with pupils at the start of every year • Pupils assigned 'jobs' and responsibilities within the classroom 	<ul style="list-style-type: none"> • Social skills programs • TA supervision at playtime and lunchtime as well as during other less structured times. 	<ul style="list-style-type: none"> • Task management boards • Visual timetables • Timers • Quiet, personal areas to regulate feelings, emotions and sensory needs with emotion colour charts • TA support for vulnerable children during less structured times

<ul style="list-style-type: none"> • Y6 PE Leaders on duties at lunchtime, supporting pupils in a variety of challenges and activities • Dynamic learning groupings in classes across the school and pupils make informed choices in selecting their learning • Pupils explicitly taught the meta language of learning throughout school • Lunch and playtime charters on display across the school • Whole school behaviour policy is focused on making positive choices. Pupils are rewarded with 'golden time' and/or 'chances'. • Pupils rewarded with 'Respect stickers' at break and lunchtime • Pupils rewarded with 'Purple tickets' for exceptional lunchtime behaviour (in to lunch early on Fridays) • Pupils rewarded with 'Headteacher award' and 'Deputy headteacher' stickers for exceptional learning or behaviour • Adults consistently model high levels of expectation and reinforce positive behaviour choices. 		
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Health, well-being and emotional support		
Whole school approaches The universal offer to all pupils at SIJS	Additional targeted provision according to the needs of the pupils at SIJS	Specialised provision for individual pupils at SIJS
<ul style="list-style-type: none"> • A supportive yet challenging classroom climate underpins the whole school model of learning ('S' part of SPIRAL) • The school's Moral Code promotes spirituality, humanity & fairness, voice, education and health. • The school is a 'Rights Respecting School' promoting pupils' rights and the respects that come with them. • Lifelong learning dispositions taught explicitly throughout the school and referred to systematically at every opportunity • A range of well attended after school clubs • Wake and Shake if appropriate, each morning @ 8.50 • Pupils encouraged to have healthy tuck at break time. • School opened to pupils at 8.35 for social time before lessons start at 8.50 • Weekly celebration assembly (Special Certificates) • High ratios of staff to pupils on duty in the playground at both playtime and lunchtime. • Staff first aid trained: injuries recorded systematically and careful liaison with parents/carers when appropriate 	<ul style="list-style-type: none"> • Early morning funfit provision (8.25-8.50) for a small group with activities to develop motor skills, teamwork and resilience • Homelearning club led by teaching assistants • Development of social skills and communication skills through games 	<ul style="list-style-type: none"> • Sensory breaks for identified children • Quiet areas – for identified children • Involvement of Child and Adult mental health service (CAMHS), social care and family support • Joint working between families and agencies • 1-to-1 early morning sensory circuits and activities (8.25-8.50) for individual, identified pupils

Social Interaction opportunities

Social Interaction opportunities		
Whole school approaches The universal offer to all pupils at SIJS	Additional targeted provision according to the needs of the pupils at SIJS	Specialised provision for individual pupils at SIJS
<ul style="list-style-type: none"> Collaborative learning at the heart of the school's approach to learning Comprehensive range of equipment / activities for pupils to engage with during lunchtimes School opened to pupils at 8.35 for social time before lessons start at 8.50 All children attend visits and whole school events 	<ul style="list-style-type: none"> Social and communication games for small group intervention Emotions and feelings cards, prompts and games 	<ul style="list-style-type: none"> Social stories Emotion cards: "I feel..." Emotion colour charts

Physical Environment

Physical Environment		
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<ul style="list-style-type: none"> The school is well maintained and cared for, providing a stimulating environment for pupils. Working walls in classrooms throughout the school enable pupils to recall prior learning. Classroom displays remind pupils of the skills they need to be successful. Resources are accessible and to pupils including technology. Pupils enjoy learning in a wide range of physical spaces, including outside. Water is made available to pupils in all learning zones and in the playground. Zonal playground for different activities "Ready Steady Grow Zone" (apparatus) to develop motor skills and strength Development of 'The Garden' Toilets are accessible Tables and chairs in classrooms are appropriately sized 	<ul style="list-style-type: none"> Rooms and areas for 1:1 learning and intervention Room for sensory equipment Move 'n' sit cushions Therapy balls and Zuma Rockers Sloping desks are available if required Quiet areas/zones Chromebooks and 'Clicker' on ipads available to support writing 	<ul style="list-style-type: none"> Quiet zones for identified children Dedicated resources matched to pupil behaviour, social and learning needs with individual motivators and rewards Disabled access throughout the school Painted edges in outside areas for visually impaired pupils and adults

Transition

Whole school approaches The universal offer to all pupils at SIJS	Additional targeted provision according to the needs of the pupils at SIJS	Specialised provision for individual pupils at SIJS
<ul style="list-style-type: none"> • Transition meeting between year 2 class teachers and year 3 teachers in the Summer terms and between leadership teams and SENDCo • Year 2 pupils invited to Christmas performance as well as the year 6 end of year performance • Two 'Moving up Mornings' across the whole school and between KS1 and KS3 • A number of additional sessions for year 2 / 3 transition • Evening introduction meeting with parents / carers of pupils joining the school in year 3 attended by year 3 teachers and senior leadership team • 'Meet the teacher' meetings at the start of every school year • In depth discussion between school staff and staff from secondary school to inform year 7 form groups • Throughout years 5 and 6 children visit the secondary school for meaningful learning opportunities 	<ul style="list-style-type: none"> • Additional visits to SIJS • SENDCo at St.Ives Infant school meets with the SENDCo at the Junior school to discuss needs and provision of pupils on the Record of Need • SENDCo at the Junior school meets with the SENDCos of relevant secondary schools to discuss needs and provision of pupils on the Record of Need 	<ul style="list-style-type: none"> • Additional visits to the school • Transition book to prepare for transition well in advance • SENDCo invited to meetings for pupils with EHCPlans in year 2 • SENDCo attends year 2 EHCPlan reviews • SENDCos from secondary school attend the year 5 and year 6 EHCPlan reviews

The SEND Qualifications of, and SEND training attended by, our staff (2017/2018)

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<ul style="list-style-type: none"> • Safeguarding with Helen Trelease – all staff • First Aid training (level 3) - all staff • Times tables training delivered by subject lead teacher – all staff • Spelling training delivered by subject lead teacher– teaching staff • Reading, writing and grammar (Key Stage 2 expectations) – subject lead teacher– teaching staff • Hearing Support - with Kenny Chapman - A Listening Classroom- teaching staff 	<ul style="list-style-type: none"> • Dyslexia – delivered by SENDCo – support staff • Cognition and Learning (dyslexia)– with Sandra Page – all staff • 'Trauma Informed Schools' training - Headteacher, Deputy headteacher and family liaison officer • Emotion Coaching- with Penny Francis (Educational Psychologist)- all staff • Fun Fit - with Melinda Leishman - key staff • SENDCo network meetings - termly with other schools in the West area to update practise- SENDCo 	<ul style="list-style-type: none"> • Hearing Support - support for staff learning with individual children • Sensory Integration – Occupational Therapist with support staff working with individual pupils • Educational Psychologist (Penny Francis)- support for identified pupils

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology	Educational psychologists help children or young people who are experiencing challenges that hinder their successful learning and participation in school and other activities. These problems can include a range of emotional and social problems or learning difficulties.	Educational Psychology Service, West Cornwall, Dolcoath Offices, Dolcoath Avenue, Camborne, Cornwall, TR14 8SX
Occupational Therapy	Occupational therapy is practiced in a wide range of settings, including schools. It can offer children with various needs, positive and engaging activities to improve their cognitive, physical and motor skills and enhance their self-esteem.	Children's Community Therapy, Pendragon House, Royal Cornwall Hospital, Truro, TR1 3LJ
Occupational Therapy (Sensory Integration)	This service provides essential OT assessments that specialise in sensory integration in school across Cornwall working in collaboration with school SENCO's, teachers and the parents of the young people receiving these assessment services.	http://www.mbbconnections.org/
Speech and Language	The Speech and Language Therapy service supports children and young people in Cornwall aged 0-19 years who have difficulty with understanding what is said to them, expressing themselves, talking clearly (saying speech sounds), stammering and swallowing (eating).	01872 322277 www.cornwall.gov.uk/earlyhelphub
Vision Support Team	The vision support team will provide advice and strategies for pupils who have a visual impairment which impacts on their ability to access the curriculum and any aspect of their learning.	Vision Support Team 01872 323400: vision.support@cornwall.gov.uk
Hearing Support Team	The hearing support team will provide advice and strategies for pupils who have a hearing impairment which impacts on their ability to access the curriculum and any aspect of their learning.	Hearing Support Team 01726 61004 hearing.support@cornwall.gov.uk
Autism Team	The Autism Spectrum Team in Cornwall plays a significant role in promoting the inclusion of young people with Autism and in supporting multi agency working to meet the needs of these young people and their families. Professionals within the Autism Spectrum Team will promote a joint problem solving approach and promote interventions that are evidence based.	Cornwall Autism Spectrum Team 0300 1234 101

CAMHS (Child and Adolescent Mental Health)	Specialist community child and adolescent mental health services (CAMHS) provide assessment, advice and treatment for children and young people with severe and complex mental health problems. CAMHS also provide support and advice to their families or carers.	Children's Services Care Management Centre, Truro Health Park, Infirmary Hill, Truro, TR1 2JA 01872 221400
Cognition and Learning Service (Dyslexia Team)	This team supports pupils who have Cognition and Learning needs including either moderate learning needs (MLD) and specific learning needs (SPLD).	Cognition and Learning Service 01872 323400: cognitionandlearning@cornwall.gov.uk
Social Workers from the Social Care Team (to include assessments)	Social workers provide support for families and children depending on their circumstances. They may undertake an assessment to decide on what actions are needed to ensure the safety and wellbeing of children. They talk to parents and children about any problems and, if appropriate, plan the right help to solve these problems. They have a key role in supporting and ensuring the wellbeing and safety of children and young people.	To contact the appropriate local Children's Social Work office telephone: 0300 1234 101.
Social Workers for Children in Care	Social workers for children in care work with families and alongside other professionals, to ensure that a child or young person receives appropriate care, education and health services.	To contact the appropriate local Children's Social Work office telephone: 0300 1234 101.
Family Support Workers	Family Support Workers liaise regularly with the school and provide a variety of parenting courses and support at locations in Hayle and Penzance. They are also able to provide support within the home environment where appropriate.	Hayle Children's Centre Bodriggy St, Hayle TR27 4ND 01736 759058
Specialist nurse for specific physical and medical needs	They can provide support for pupils who have a physical and/or medical need which affects their ability to access the curriculum, for example within the classroom environment, in practical lessons or school visits.	Physical and Medical Needs Advisory Service 01872 323400: physicalandmedicalneeds@cornwall.gov.uk

Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)

Other useful links:

SIJS Special Educational Needs Policy 2018:

<http://www.stivesjunior.org.uk/wp-content/uploads/2018/11/SIJS-SEND-Policy-November-2018.pdf>

SIJS Access Management Plan 2018:

<http://www.stivesjunior.org.uk/wp-content/uploads/2018/11/SIJS-Access-Management-Plan-updated-November-2018.pdf>

Frequently Asked Questions

How does SIJS know if children need extra help and what should I do if I think my child has special educational needs?

The progress of pupils at SIJS is closely monitored by class teachers, through daily learning as well as mid-year and end-of-year assessments. Pupils with individual needs can be identified through this daily formative assessment throughout the school day, key word and maths screening and mid-year and end-of-year assessments. Communication between home and school is imperative to any pupil making progress. Any concerns at home can be addressed through a meeting with the class teacher, SENDCo and/or Headteacher. An IEP (individual Education Plan) could then be written between pupils, parents/carers and the class teacher if it was decided that the pupil should be placed on the Record of Need. Provision in class is then provided to support the targets specified. The involvement of external agencies may be appropriate and will only be sought with the consent of the family. If the pupil continues to make very slow progress, even after following recommendations from professionals and some support at school, it may be appropriate to ask for a statutory assessment (an Education, Health and Care Plan – EHCP)

Is the Curriculum matched to the needs of my child?

The school uses a themed approach through the SIJS EPIC Curriculum (Exciting, Personal, Innovative, Challenging). There is additional intervention to support pupils who have an IEP. The curriculum is designed to build on the strengths and interests of pupils in our school. Through innovative groupings and collaborative learning, pupils learn with a variety of partners to raise aspirations and develop confidence.

How are our staff organised?

There is at least one teaching assistant in each classroom every morning, according to the level of need in any given class. The class teacher is responsible for directing teaching assistants and monitoring any intervention they are delivering. Pupils who have an Education, Health and Care Plan will have 1:1 support. This support will either be with the class teacher or the teaching assistant, who will also build in opportunities for pupils to develop their independence.

How do I know if my child is making progress?

Progress towards the IEP targets of pupils on the Record of Need, is systematically recorded on 'Progress review charts'. Daily assessments of the pupil's learning, through intervention, discussion or independent grappling are made. There is termly screening for reading and maths for all pupils on the record of need, as well as pupils giving cause for concern. These screening results can inform further IEP targets. Progress is discussed with parents/carers at the termly meetings in November, March and July. The school welcomes any request to meet in addition to these set times to talk through concerns and queries.

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

At SIJS, pupils learn with others, regardless of ability and gender. We do not group pupils according to their ability as a default and the majority of interventions happen within the classroom. Aspirations are high for pupils with SEND, and every effort is made to encourage pupils to attend after school clubs and outdoor education camps. Pupil premium funding is used to fund residential visits for eligible pupils.

How do we prepare children for secondary school and then to college?

SIJS explicitly teaches the lifelong learning dispositions of responsibility, resilience, reciprocity, reflectiveness and resourcefulness (the 5Rs). The transition process for secondary school begins in year 5, so that when pupils leave SIJS they are confident and excited about the next stage in their learning.

How are St.Ives Junior School's resources allocated and matched to children's special educational needs?

Each pupil receives support matched to their own level of special educational need. This will vary throughout their time in school, as the level of support is directly related to their needs and circumstances. Support is allocated in relation to the pupil's individual needs and on the advice of external professionals. Support is monitored closely and adapted as and when necessary.

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

When pupils whose special educational needs, health requirements or complex learning needs indicate that additional support maybe required, discussions are held between the class teacher and senior leaders to determine what form the support might take. Typically, this support continues to be provided from within the class team, but may be targeted at specific times, i.e. break times, circle times etc.

If the evidence suggests that even higher levels of support maybe beneficial, this is agreed by the SENDCo/Headteacher and additional support will be requested from the Local Authority. Parents/carers will be informed that the need for additional support and a joint programme of intervention is planned. Due to the cost, clear measures of success are highlighted so it is possible to identify if the intervention has been successful and if it needs to continue. Support is reviewed on an ongoing basis.

What should you do if you feel that the provision is not being delivered or is not meeting your child's needs?

Parents/carers who believe their child's needs are not being met within school are asked to meet with the Headteacher to talk through their concerns in the first instance. Where concerns persist parents/carers are asked to write to the Chair of Governors.

How do we evaluate the effectiveness of our SEND provision?

We monitor the quality and impact of this provision by:

- observations in class
- meetings and performance management reviews with the teachers
- 1:1 support and other support staff
- supervision of TAs
- monitoring of assessment (keyword, maths and mid-year and end-of-year assessments)
- monitoring of interventions by class teacher
- through IEP review meetings with class teacher, pupils and parents/ carers
- reviews by external agencies
- analysis of tracking data

Our SEND Information Report is reviewed on an annual basis in consultation with staff and governors.

How do we handle complaints from parents of children with SEND about provision made at the school?

The school's 'open door' policy and fact that the Headteacher is non-class based means parents/carers are able to access information and share concerns quickly.