



Chaucer Junior School SEND report

Dream. Believe. Achieve.

“...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”

Our definition of SEND
(SEND Code of Conduct, 2015)

Chaucer Juniors is an inclusive school.

- We follow the guidelines from the **Revised Code of Practice 2014**.
- We ensure that **ALL** our children are given the opportunity to access every aspect of learning and school life.
- From time to time, some children require additional support to help meet their needs. This may be temporary (for a few terms or a school year) or more permanent.



Meet our Inclusion Team



Miss Smith
Headteacher



Miss Stallard
SENCO



Ms O'Ryan
SEND governor



Mrs Disley
SEND governor

These are further supported by our wonderful team in school.

Our Pastoral Team

Mrs Farrall – Family Support Worker

Mrs Footitt – Pastoral Support Worker

Mrs Faulks – THRIVE practitioner

Mrs Broadhurst – THRIVE practitioner

Mrs Cooke – Emotional Support Worker

Mrs Shaw – Mental Health Support Worker

These are further supported by our wonderful team in school.

What if my child needs support?

We can help support a pupil through targeted intervention.

If needs persist or there is an identified need, class teachers will follow a graduated response (Assess, Plan, Do, Review) to put things in place to support your child.

You will be kept up-to-date with the provision put in place for your child and we will discuss with you before adding your child to the SEND register.

Who should I contact if I have concerns?



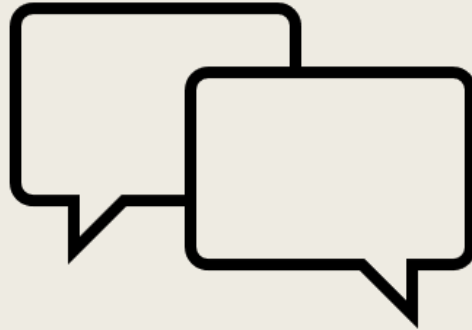
Who?	How?
Class Teacher	– Approach them at the end of the school day – Call the school office – Message via Seesaw
SENCO (Miss Stallard)	– Approach her at the school gate – Call the school office – Message via Seesaw – Email ssallard@chaucer-jun.derbyshire.sch.uk
Headteacher (Miss Smith)	– Approach her at the school gate – Call the school office – Message via Seesaw – Email headteacher@chaucer-jun.derbyshire.sch.uk

Identified needs

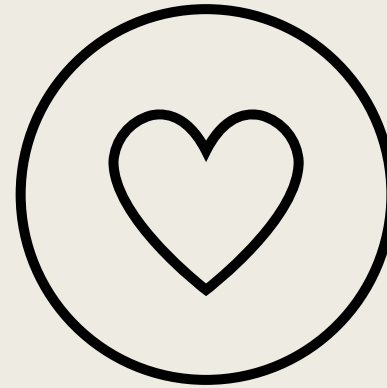
Children with SEND in our school have difficulties in the following areas.
It may be that a child has one specific need or needs in multiple areas.



Cognition and Learning
(e.g. dyslexia, Global Learning Delay)



Communication and interaction
(e.g. Speech and Language, ASD)



Social, Emotional and Mental Health
(e.g. Attachment disorder, ADHD, Anxiety)



Sensory and Physical
(e.g. Visual or Hearing Impairment, mobility difficulties)

Our Class Teachers

Our curriculum has been designed to be accessible to all.

The following strategies may be used to support a child:

- o Assessment for learning means that teaching builds on what the children already know, can do and understand; teaching is adjusted accordingly.
- o Practical learning, visual supports or technology.
- o Adult support is targeted to ensure progress for all.
- o Live marking and intervention mean that misconceptions are addressed in the moment.
- o Specific strategies and reasonable adjustments can be used to support children in accessing the curriculum and classroom learning.
- o Progress is monitored closely and children who have struggled to secure specific knowledge will take part in 'post-teach' interventions.



Our SENCO

Responsible for:

- Developing and reviewing the school's SEND policy and keeping up to date with updates
- Overseeing support and provision for children with special educational needs or disabilities (SEND)
- Ensuring that parents are involved in supporting their child and kept informed of support
- Liaising with other people who may come in to school to support your child
- Updating the SEND register
- Providing specialist support for staff in school



Our Headteacher

Responsible for:

- The day-to-day leadership and management of all aspects of the school, which includes support for children with SEND. They will delegate some of this responsibility to the SENCO and Class Teachers but is still responsible for ensuring your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Alongside the SENCO, the school business manager and the governing body, the Headteacher has responsibility for allocating the SEND budget.



Our SEND governors

Responsible for:

- Making sure that the necessary support is made for any child with SEND who attends the school.
- Working alongside the SENDCO to make sure the needs of children are being met through pupil voice.
- Making sure we review and maintain the accessibility plan and SEND policy and that these are implemented consistently across school.
- Ensuring there is a designated member of staff appointed for SENCO.



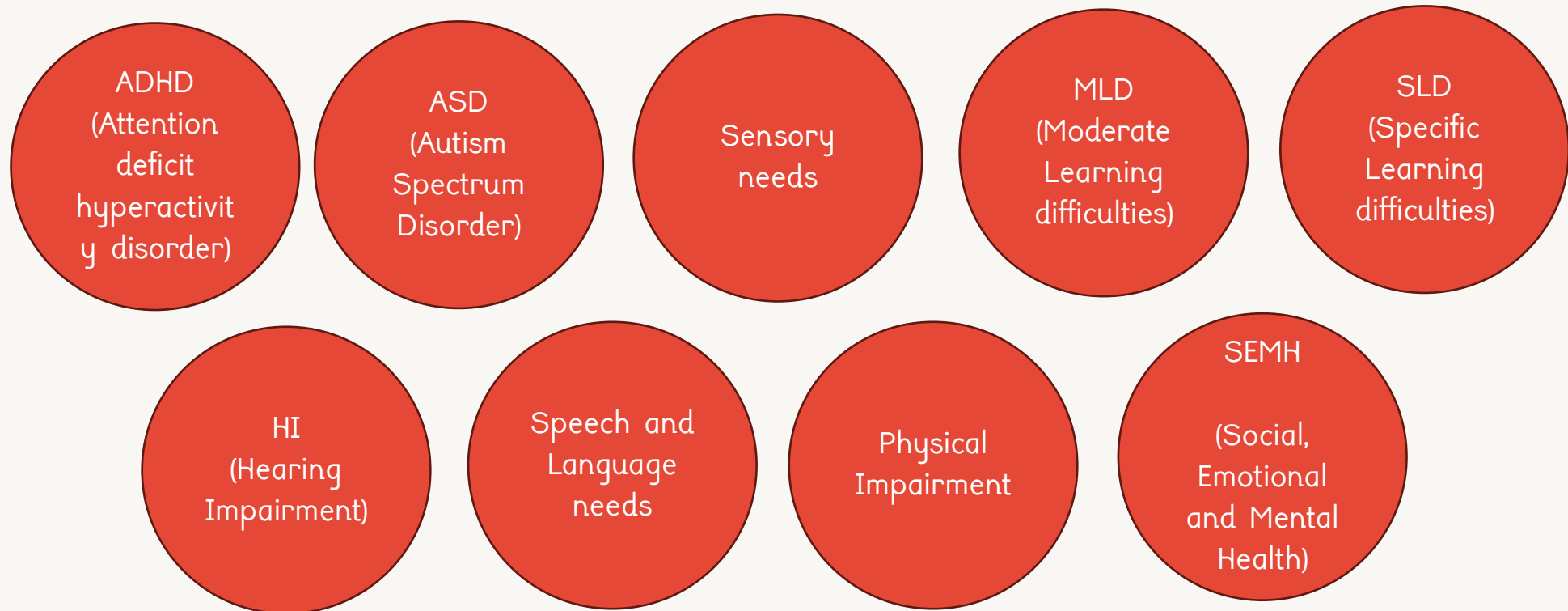
Do children with SEND attend our school?

- We are an inclusive mainstream school and cater for a wide-range of special educational needs and disabilities.
- Children with SEND are identified if they receive any support which is additional to or different from everyday practice and/or receive support from outside agencies.
- We have a SEND policy and Accessibility plan in place to support children with individual and specific needs.



Types of SEND we support in school

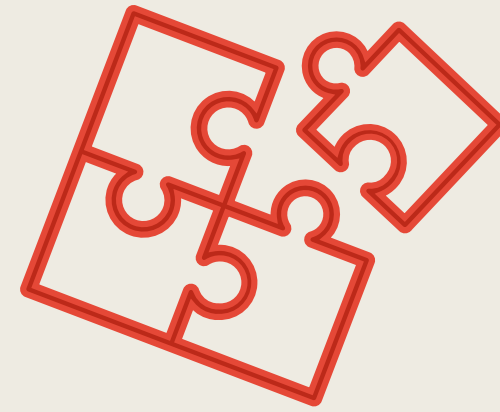
You will find some more information on some of these needs by clicking on the links below.



What support is available at Chaucer Junior school for children with SEND?

- Quality First Teaching delivered by the class teacher with adapted learning tasks.
- Specific group work in class or interventions.
- If children are not making progress under the Assess, Plan, Do, Review process, staff can refer children for extra support.
- Short term funding might also be available via the Inclusion Fund. For this to occur, parental permission is required.
- For children, whose learning needs are severe, complex and lifelong, an Educational Health Care Plan (EHCP) can be applied for. Parents can also independently apply for these with support from DIASS (Derbyshire Information Advice and Support).

How is Chaucer Junior School accessible to children with SEND?



We work alongside families and other professionals to find the right provision to ensure that any children with SEND can access the whole curriculum and every aspect of school life.

We will make every effort to make reasonable adjustments so that this is possible.

Teamwork is at the heart of this; all key staff members will be involved in finding the correct provision for a child with SEND and we pride ourselves in working collaboratively with families and children in finding a bespoke approach suited to each child's specific needs.

Our [accessibility plan](#) provides further detail about this and can be found on the [SEND page](#) of our website.

Cognition and learning – support we offer

Accessibility (in-class provision)

- Adaptive tasks in class (including pre-fluency in maths and shorter, more-accessible texts in English)
- Manipulatives to enable access through a hands-on understanding
- Streamed spelling groups
- Live marking
- Post-teach
- Extra reading opportunities
- Use of technology to help with accessibility
- Curriculum design
- Inclusion packs on tables provide children with tools to aid understanding and access



Cognition and learning – support we offer

Intervention (extra provision)

- Rapid Catch-up Phonics (using Little Wandle)
- Fluency focussed-groups (using Little Wandle)
- Number Sense
- Educational Psychologist
- ISAT (Inclusion support advisory teacher) support
- Must, Should, Could folders for learning to be broken down into manageable steps
- Different interventions set up by class teacher following pupil progress reviews
- Dyslexia index



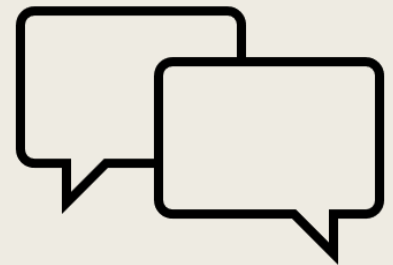
Communication and interaction – support we offer

Accessibility (in-class provision)

- Good relationships
- Lollipop sticks in class (to ensure everyone has the chance to answer)
- Buddy system – to give children confidence with their answers
- Visual communication
- Visual timetables
- Use of technology

Intervention (extra provision)

- External SALT support
- SALT programmes
- Social stories
- Widgets



Social, Emotional and Mental Health– support we offer

Accessibility (in-class provision)

- Use of THRIVE approach across school
- Good relationships between staff and pupils
- Worry box – virtual and in-person (QR code in organisers)
- Our PSHE curriculum (including SMILERS)
- Children's mental health week
- Brain breaks
- Sensory breaks
- Meet and Greet at the door



Social, Emotional and Mental Health– support we offer

Intervention (extra provision)

- THRIVE
- Positive Play
- CAMHS, Behaviour Support, Educational Psychology, Changing Lives (outside support)
- 1:1 support for children with emerging mental health needs
- Lunchtime provision
- Reward time focusses on social interaction
- Forest Schools
- Life Skills
- Mental health first aiders
- Bespoke provision including incentives, rewards, regulation spaces



Sensory and Physical – support we offer

Accessibility (in-school provision)

- Classroom environment is carefully thought out and has been changed as a result of pupil voice; this continues to be adapted as part of our long-term goals (see accessibility plan)
- Positions in classrooms are considered
- Resistance bands on chairs
- Pencil grips available to all
- Weekly PE sessions (including swimming in Year 5)



Sensory and Physical – support we offer

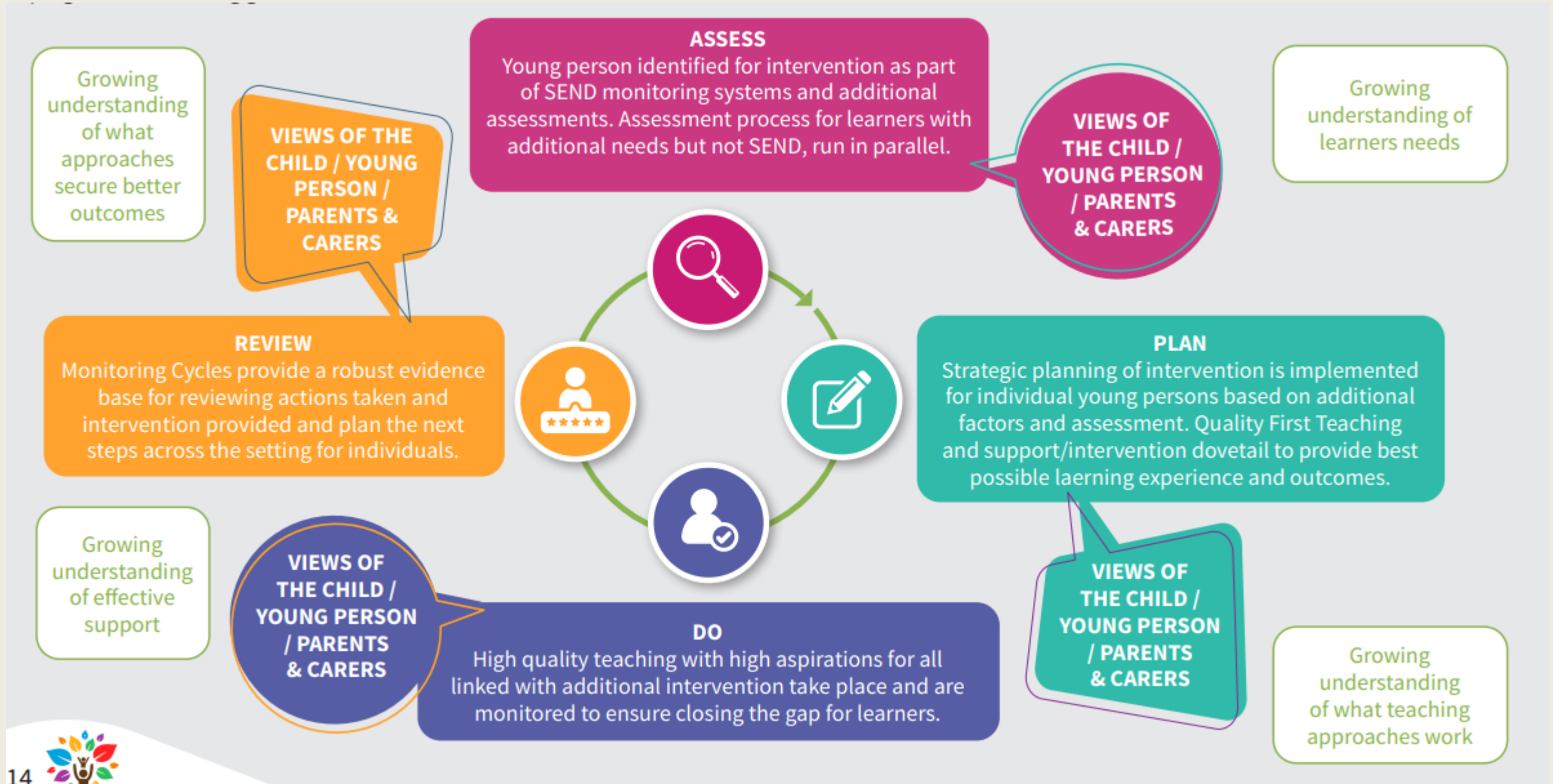
Intervention (extra provision)

- Sensory breaks & movement breaks
- Sensory equipment (ear defenders, weighted blankets, tactile fiddlers, wobble cushions, sensory boxes etc)
- Sensory processing plans
- Handwriting intervention (using Letter Join)
- Occupational Therapist (outside support)
- Personalised pupil care plans
- Accessibility toilet and facilities
- Adult support for personal care
- Access to bay

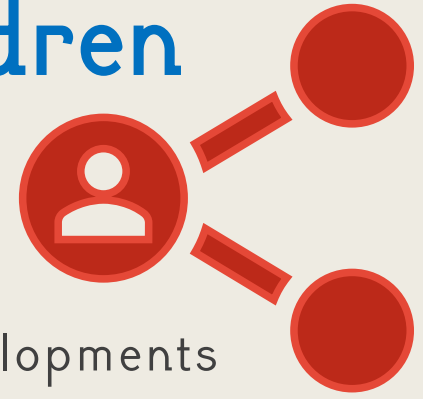


Assess. Plan. Do. Review. Explained.

Source:
<https://www.localoffer.derbyshire.gov.uk/site-elements/documents/education-and-learning/graduated-response-may-2022.pdf>



How are staff supported to work with children with SEND?



- The headteacher, SENCO and other key staff are kept up-to-date with developments within this field and all staff are in receipt of a bespoke training cycle which is designed to satisfy the needs of the school.
- Needs are identified in a number of ways: through the cycle of monitoring teaching and learning, internal reviews, supervision meetings, appraisals, as and when new needs arise in the school and as a result of new legislation.
- Training will either be provided to all staff, key staff working with a child or where gaps in knowledge have been identified, depending on the relevance. The training is either provided internally or by specialist external providers.

Working with parents



- We are always keen to share your child's progress with you. We aim to share lots of information so that you know how much progress is being made.
- There are parents' evenings each half term so that you can meet with the class teacher about your child.
- Each child with SEND has their own Individual Provision Plan which we invite parents to review, sign and input on.
- We also share an annual report, and we inform you termly whether your child is working within, above or below the expected level for their year group.
- Our class teachers and team are available at any time of the year for you to share any worries and concerns and to ask questions.

If you are unhappy with the support offered and wish to make a complaint, information about how to do so can be found in the Complaints Policy, which can be found [here](#) on our website.

Working with pupils



- We pride ourselves on having good, respectful relationships between staff and pupils in school.
- Some of our children in school have individual well-being plans in the classroom which help to communicate their needs with different adults in school.
- We use Pupil Voice to understand children's needs and adjust our provisions.
- Each child with SEND has their own Individual Provision Plan (IEWPs) which they review and sign with their teacher. Where possible, their views are included in the target setting process.
- Our class teachers and team are available at any time of the day for children to share any worries and concerns and to ask questions.
- Children are invited to input on their EHCP/SEND reviews.



Outside of lessons

All our activities and clubs are available to all our children and we monitor the uptake of SEND pupils in these clubs.

Clubs and opportunities include:

- o Breakfast Club
- o Sports clubs
- o Choir
- o Bike ability
- o Day trips
- o Residential trip (Y6)

External agencies and professions.

Our school works closely with a wide range of external agencies and professionals and can signpost parents to relevant support groups. There may be times when a child is being supported by a range of services and the school will facilitate joint meetings.

Click on the picture to find out more about some of the services on offer:



CAMHS



DIAS



- Inclusion Support Team
- Speech and Language
- Educational Psychologist
- School Nurse
- Hearing Impairment
- Occupational Therapy/Physio

The Local Offer

The Local Offer helps you find information about local services, support and events for children and young people aged 0 to 25 years who have special educational needs or disabilities (SEND).

The aims of the local offer are:

- To provide clear, comprehensive and accessible information about support and opportunities available for children and young people with special educational needs in your area.
- To ensure that the provision of services in education, health and social care are more responsive to local needs and aspirations of children and young people by directly involving them, their parents/carers and service providers in its development and review

Find out more about the Local Offer from Derbyshire County Council here:

<https://www.localoffer.derbyshire.gov.uk/home.aspx>

