



Chellaston Junior School
SEND Information Report
A GUIDE FOR PARENTS

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| eAddress | Maple Drive, Chellaston, Derby, DE73 6PZ |
| Contact number | 01332 701460 |
| Headteacher | Mrs L Turner-Rowe |
| Special Educational Needs Coordinator (SENDCo) | Mrs Ceri Holmes |
| Website address | www.cjs.derby.sch.uk |
| Social media | Twitter @cjs_derby |
| Age Range | 7 – 11 years |
| Ofsted | May 2023 - Good |
| Number of children with SEND | 90 |

1. The kinds of special educational needs for which provision is made at the school.

“How does the setting know if children/young people need extra help and what should I do if I think my child may have special educational needs?”

At Chellaston Junior School we are a mainstream school and have a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. At CJS, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be. We regularly track pupils' progress and analyse data to identify if there is evidence that a pupil is not making expected progress.

Along with pupil tracking, any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap between self and majority of peers
- Feedback from service providers or other professionals
- Records transferred from another school
- Base line and on-going assessments
- Standardised Test outcomes
- Other school testing and assessment

If a concern is raised, then the class teacher would talk to you about your child's progress and suggest ways in which you could help at home. Additional support in class or through a targeted intervention group will be provided. If difficulties persist, the SENDCo may become involved. At this point, there may be a need for more specific assessments in school. The SENDCo will discuss the next steps with you and your child.



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2. Information about the school's policies for the identification and assessment of pupils with special educational needs.

"How do you identify children with special educational needs?"

A range of on-going assessments are used in school in order to achieve a clear picture of a pupil's strengths and weaknesses.

Children with special educational needs are identified when, despite receiving differentiated learning opportunities, they:

- make little or no progress when teaching approaches are targeted particularly in a child's area of identified weakness
- show signs of difficulty in developing skills which result in poor attainment in some curriculum areas
- present persistent emotional or social difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- have communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In these cases, additional 'in-school' tests are used to help us identify the specific need of the child. The class teacher and SENDCo will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. All staff have knowledge, skills and experience working with children with SEND and are trained to identify pupils who may have more specific needs (e.g. Dyslexic tendencies, Autistic Spectrum Difficulties). The school can also seek quality support and advice from other specialist agencies such as STEPS (The Specialist Teaching Service), Speech and Language Therapists and the Educational Psychologist Service (see question 5). If required, after consultation with parents, the school will seek to involve and work in partnership with these outside agencies to identify children with SEND.

3a. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have Education, Health and Care (EHC) Plans.

"How will you support my child?"

"How does the school know how effective its arrangements and provision for children with special educational needs are?"

"How will both you and I know how my child is doing and how will you help me to support my child's learning?"

As part of our admissions process, we consult with the LA in all cases where a child with an EHCP has named our school as their preferred setting. We work to our best endeavours to meet need and make the adjustments necessary, where possible, to meet the needs of all pupils. Where a child has SEND needs but not an EHCP, we work to our best endeavours to provide the highest quality education, and do not discriminate based on SEND needs. your child is identified as having SEND, in addition to in class support, the specific support needed to address your child's area of need will be provided. Interventions are provided in a variety of areas including reading, maths, writing, speech and language and social skills. If your child has an EHCP (Education Health Care Plan), we will put provision in place as outlined in that plan. Class teachers, working with the SENDCo, monitor pupils' progress regularly and monitor how your child is progressing. We do this for all pupils in school, not just those pupils identified as having SEN. School Governors and Subject Leaders are also involved in this monitoring process. In addition, a record of all additional support and outcomes is kept. To monitor the effectiveness of additional support for children identified as having SEN, an Individual Education Plan/Pupil Passport will monitor whether they



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3b. The school's approach to teaching pupils with Special Educational Needs.

"What is your approach to individual learning?"

Class teachers all deliver high quality teaching that is differentiated for individuals; they are trained to differentiate the curriculum and consider ability and different ways in which pupils learn. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered. We also consider recommendations from outside agencies when adapting teaching to meet specific needs. Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively.

3c. How the school adapts the curriculum and learning environment for pupils with special educational needs.

"How will the curriculum be matched to my child's/young person's needs?"

The school complies with relevant accessibility requirements, with some space for small groups and individual withdrawal sessions. The building can be accessed by wheelchair users and includes two toilets adapted for disabled people. Staff are highly trained and have experience of working with a wide range of agencies. The Accessibility Plan is updated annually and is available from the website. We make suitable adjustments to the school building where possible and provide a range of additional resources for SEN pupils (e.g. enlarged texts, coloured overlays, reading books, maths equipment, ICT). We group pupils according to their needs and regularly review groupings in order to respond to pupil progress.

3d. Additional support for learning that is available to pupils with special educational needs.

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

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher, teaching assistants and/or the SENDCo; this may be on a 1:1 basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to provide enough support to help the pupil to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting.

3e. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum.

"How will my child be included in activities outside the classroom including trips?"

We provide a range of extra-curricular activities (clubs, trips and residential visits) which are made available to all pupils. If a pupil has additional needs, we plan carefully with parents in order to meet specific needs. For example, if your child has ASD, it is possible that he/she may be more anxious about a trip out of school. In that situation, we would make every effort to familiarise them beforehand and provide any additional one to one support required.



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3f. Support that is available for improving the emotional and social development of pupils with special educational needs.

“What support will there be for my child’s overall well-being?”

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial and school leadership team monitors happiness and well-being through pupil interviews and surveys. Where pupils are found to have needs around emotional and social development, provision is put in place to support (e.g. support from our emotional literacy support) and progress monitored. There is also a pastoral team in school who are available for children to discuss worries and concerns with. Some pupils may have needs related to behaviour and we work closely with parents to support such pupils in school. We have a medical safety policy and if your child has additional medical needs, we will implement a care plan. Your child’s safety is of paramount importance to all staff in school. We have a Safeguarding Policy and all staff are regularly trained in looking for signs which indicate a concern.

4. In relation to mainstream settings and maintained nursery schools, the name and contact details of the SEND co-ordinator.

“How will I be able to raise any concerns I may have?”

In the first instance, we would encourage you to share any concerns you may have with your child’s class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENDCo or head teacher. The SENDCo at Chellaston Junior School is Ceri Holmes.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

“What specialist services and expertise are available at or accessed by the setting? What training have staff supporting SEND had or what training are they having?”

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND. Training needs are identified by staff themselves or by SENDCO to meet the needs of children in school or those known to be coming into school. All teachers and staff undertake induction on taking up post and this involves an introduction to the school’s provision and procedures; including discussion of the needs of individual pupils. All teachers and staff undertake induction on taking up post and this involves an introduction to the school’s provision and procedures; including discussion of the needs of individual pupils. The school regularly updates training in ASD, phonics, reading coaching and supporting pupils with maths. Within the last 3 years all teaching and classroom support staff have received ASD training, and an Introduction to Zones of Regulation training. Two Teaching Assistants have had Physical Literacy training. Eight members of staff have had Lego Therapy Training. Mrs Holmes completed the Autism Champions training. Mrs Deane-Robson attended a training session for awareness of those children with PDA, and has also completed a Mental Health first aid course.

The SENDCo regularly attends LA briefings and other network meetings to keep up to date with local and national developments and to share best practice.

The role of the SENDCo is to identify what training is needed and to ensure that any specific requirements will be met. We work with a range of outside agencies to secure specialist expertise:

- Educational Psychology
- Behaviour Support Services
- Support Services (visual, physical and hearing impairments) (Special Educational Needs)
- STEPs
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Community Paediatrics
- Clinical Paediatrics
- Child and Adolescent Mental Health Services (CAMHS)
- School Health Service



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Following specialist advice and input, trained support staff are placed within classes to deliver interventions and support. They work closely with children during the school day to implement the advice given and to maximise the impact of the support. Regular feedback sessions take place between support staff, class teachers and the SENDCo to ensure that the impact of specialist expertise is as high as possible and to ensure that there is an impact on progress.

At Chellaston Junior School, we employ 14 teaching assistants (TAs) and 4 Higher Level teaching assistants (HLTAs)

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

“How accessible is the setting both indoors and outdoors?”

Accessibility of the school is reviewed annually as part of our Accessibility Plan. The school is on one story and ramps are in place to enable movement around the school for wheelchair users.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

“How are parents involved in the setting? How can I get involved? Who can I contact for further information?”

We believe that it is of paramount importance to involve all parents in their child's education. We hold parents' evenings in the Autumn and Spring terms for all children and an additional review meeting in the Summer term for children with SEND. This additional meeting may be held with the class teacher, SENDCo or both. We provide a comprehensive written report in the Summer Term. We adopt a number of other strategies to communicate with parents depending on your availability; informal meetings with staff at the end of the school day, home-school diaries and phone call discussions. Parents are welcome into the building at the end of the day to look at their child's work or learning journey.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

“How will my child's views be listened to?”

We encourage pupils to contribute their views about their needs and comment on the support they receive. We do this by pupil interviews and pupil surveys. Pupils are encouraged to put themselves forward as School Council Representatives. Furthermore, year 6 pupils can be allocated jobs in supporting admin staff, the library and enterprise groups, so they have the opportunity to be involved in making whole school decisions. Pupils are involved in the setting of their targets and encouraged to reflect on these. Where children have a SEND support plan (IEP/Pupil Passport) or EHCP, these are reviewed in a pupil-centred review meeting. Pupils are involved in the setting of their targets and encouraged to reflect on these.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

“What should I do if I have a complaint?”

We would encourage parents in the first instance to discuss their concerns with their child's class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the SENDCo, Head Teacher or other member of the Senior Leadership Team. Following this, and if required, the Chair of Governors is also available to listen to complaints and mediate with school to resolve any issues, as is the SEN Governor. There is a complaints policy in school, in which such procedures are outlined (contact the school office or consult the school website for details).



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10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of special educational needs and in supporting the families of such pupils.

“Who else has a role in my child’s education?”

Governors are aware that in addition to teachers and classroom assistants, a wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEN. These include access to Health and Social Care Professionals, Voluntary organisations and Local Authority Support Services as detailed previously.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

“What other support services are there who might help me and provide me with information and advice?”

If you need support in finding an organisation or support service for your child, please contact Mrs Holmes at Chellaston Junior School. They will be happy to help you navigate through the local offer. You may also find the Derby SENDIASS service useful in providing advice and can be contacted on:

- Telephone – 01332 641414
- Email – SENDIASS@derby.gov.uk
- Derby & Derbyshire Parent Partnership, The Council House, Corporation Street, Derby, DE1 2FS
- <https://derbysendiass.org.uk/>

12. Information on where the local authority’s local offer is published.

“Where can I find the local authority’s Local Offer?”

We work closely with the local authority to ensure that our school offer of SEN complies with the new Code of Practice. The [Derby Local Offer](#) outlines the services and support available to pupils with SEND in Derby schools and can be viewed at:
<https://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>

13. The school’s arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

“How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?”

At Chellaston Junior School we deliver ‘meet the teacher’ sessions during the summer term, to which parents are invited, enabling them to meet the new teacher, hear about the following year’s curriculum and discuss any specific concerns. Parents’ evenings and regular informal contact through an ‘open door’ policy provide good opportunities for parents and teachers to talk informally.

Children transferring to Secondary School and into our Junior school from the Infant Schools have a planned transition programme. SENDCos liaise and records are passed on securely.

- We recognise that transition from Infant schools to our Junior School can be difficult for a child with SEND.
- Children will have the opportunity to visit their new class before the start of the new school year during the common transition days which Derby City hold.
- For pupils transferring from Chellaston Infant School, additional transition visits are organised each year
- *Specific handover meetings are organised for transition from Year 2 to Year 3 and from Year 6 to Year 7*
- If a child is moving to another school outside of EMET Trust, we will contact the school and ensure that they know about any special arrangements or support that needs to be in place.
- We will make sure all records are passed on securely.
- We will support children during visits to their new school wherever possible. When moving classes in school, any relevant information will be passed onto the new class teacher in advance.



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- Our Year 6 phase leader attends a vulnerable pupils conference annually to ensure positive transition to Chellaston Academy.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum. Comprehensive transition arrangements are in place for all children, but additional bespoke arrangements are made for individual pupils as required, including additional visits to the next school and meetings between parents and SEN staff who will be supporting children at their new setting.