



Nevill Road Junior School

SEND Information Report

January 2024

School name	Nevill Road Junior School
Head Teacher	Mrs Judi Cliff
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SENDCo	Mrs Emma Boon
Contact details	emma.boon@nevillroad-jun.stockport.sch.uk
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Phone number	0161 439 4598
Age range	7-11

As part of the Children and Families Bill (2014) schools are required to publish a document setting out the services they offer for children and young people with special educational needs.

This report details Nevill Road Junior School's Individual Local Offer (as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer set out in Stockport's Local Offer which details the provision available in all Stockport schools and academies (See below).

This report will be reviewed and updated annually. Any changes to the information occurring during the year will be updated as soon as possible.

We appreciate any questions or comments you may have that will contribute to this document and to our provision for children with needs.

Stockport's Local Offer

The Children and Families Bill (2014) requires Local Authorities to publish information on services and provision across the education, health and social care for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). This is known as the 'Local Offer'. The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area, how to access them, and what they can expect from their local settings.

Stockport's Local Offer can be accessed here:

<https://www.stockport.gov.uk/showcase/special-educational-needs-and-disabilities-send-local-offer>



Definitions of SEND (Special Educational Needs and Disability Code of Practice 2014)

A child has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. This may relate to cognition and learning, communication and interaction, sensory impairment, physical/medical conditions or social, emotional and behavioural difficulties.

A child of compulsory school age has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools. A child making slower progress may not have special educational needs. Where a child appears not to be making adequate progress, in the first instance the school should support through quality first teaching.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

For further information on how we support all pupils including pupils with needs, please see the section on '[The School Offer](#)'.

The Code of Practice identifies four broad areas of Special Educational Need, under which SEND can be classified:

- Communication and Interaction
- Social, emotional and mental health difficulties
- Sensory and/ or physical needs
- Cognition and learning

Communication and Interaction

'Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives'

Social, emotional and mental health

'Children and young people may experience a wide range of social and emotional difficulties which may manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically explained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.'

Sensory and physical needs

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory (MSI) will require specialist support and/ or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.'

Cognition and learning

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as physical disabilities or sensory impairments. Specific Learning difficulties (SpLD) affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.'

At Nevill Road Junior School, we understand that most children with needs may not fit into one particular category, but may display needs across the four areas. Therefore, we aim to provide support based on the child's particular barriers, rather than a specific area of need.



Nevill Road Junior School are committed to working together with pupils, parents/carers, other professionals and volunteers. We actively listen to everyone involved in supporting pupils with SEND to achieve open, honest and transparent relationships to ensure mutual respect and trust in the child's education and well-being. As a school, we follow the Stockport's Co-Production Charter, which outlines how we can all work proactively and productively with parents, carers and young people to ensure we are family focused.



How does Nevill Road Junior School know if children need extra help and what should I do if I think my child may have special educational needs?

We have rigorous monitoring in place to track the progress of our learners. We review children's progress regularly using a detailed tracking system. Teachers continually assess and review children's progress, noting areas of improvement and areas where support is needed.

Our staff are experienced in using data and other forms of assessment to identify any additional needs and to celebrate achievement.

Assessment data is updated regularly and reviewed in partnership between the class teachers and the senior leadership team through termly Pupil Progress Meetings and support is put in place if necessary.

Parents/carers are encouraged to speak to the class teacher in the first instance about any concerns they have. If necessary class teachers will pass on concerns to the SENDCo (Special Educational Needs Co-ordinator). The SENDCo at Nevill Road Junior School is Emma Boon. The SENDCo's role is to be responsible for the day-to-day operation of the School's SEND policy.

As well as concerns regarding academic needs, parents are encouraged to inform school of any social, emotional or behavioural concerns that they may have. This is also monitored by staff.

When pupils join Nevill Road Junior School, the SENDCo liaises with the child's previous school to ensure any identified special educational needs or concerns are transferred.

Where an external agency is the initial point of contact, they will inform school of any additional needs / requirements.

The School Offer: How will Nevill Road Junior School support my child?

All children are taught following the National Curriculum 2014. All staff at Nevill Road Junior School ensure that we create a fully inclusive classroom environment through the use of 'Adaptive teaching'. Class-based 'quality first teaching' is monitored by year group and phase leaders and the curriculum is adapted to meet individual needs where necessary.

Learning opportunities are scaffolded and adapted, so that all pupils have the opportunity to meet the high expectations set. Some examples of the adaptations, which teachers may make in their classrooms to ensure the needs of all pupils are being met, are:

- The use of scaffolds and models to enable access to the curriculum.
- Adapted and modified resources such as coloured overlays, using larger fonts, different background colours.
- Pre- learning vocabulary and use of word banks.
- The use of visual aids such as number lines, multiplication squares, flashcards.
- Adapted methods of recording such as writing frames and sentence starters and the use of technology.
- Integrated movement breaks

Our 'School Offer' outlines the three levels of support provided for pupils at Nevill Road Junior School. As a school, we use a graduated approach to identify and provide the level of support a pupil needs:



Information about the support available across the curriculum can be found in our subject-specific provision maps which are available on the school website: [NRJS SEND](#)



What if my child requires further support?

The majority of pupils will have their needs met at the Universal or Targeted level, which can include school interventions and group work. Class teachers are at the heart of the SEND Support system, driving the movement around the graduated approach with the support and guidance of the SENDCo and other specialist staff. It may be that the need for additional support is identified by the Class teacher - or by parents - if the child is not making progress in one or more of the four main areas identified earlier. We would always communicate with parents if we felt a child needed extra support and we would invite parents to do the same.

Slow progress and low attainment will not automatically mean a child is recorded as having SEND. When deciding if a child requires special educational provision, we would start by looking at the views and aspirations of the child and their parents and the desired outcomes. We would then determine what support would be needed and whether this can be met at the Universal level of the School provision through Adaptive teaching, or whether something different or additional is needed.

If it were decided that a child does need additional or different provision then they would be placed on the school SEND register and would require a more individualised plan called a SEND support plan (Special Educational Needs and Disabilities support plan). This would involve teachers and parents working together to create a plan which identifies specific targets and strategies for the child. This level of support may require involvement from outside agencies such as the Stockport Inclusion Service. All interventions we put in place are recommended by Stockport Local Authority.

Our Governors work with the Head teacher, SENDCo and staff to monitor the quality of our special educational needs provision. On transition to a new class or school, all information is shared with staff. Additional transition support is given to children with SEND where appropriate.

Education, Health and Care Plans

If a child has more complex needs and all other areas of support have already been explored, then an application to the Local Authority for an Education and health care plan (EHCP) may be required.

An education, health and care plan (EHCP) is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support required to meet those needs.

A school may choose to apply for an EHCP when a child receiving support at the Universal and Targeted level, is still not making the expected progress. They may require more Individualised support and provision. The application process requires evidence to show that the Targeted support outlined on the SEND support plan has been reviewed and adapted to try to meet the child's needs.

Parents can also apply for an EHCP through the Local Authority themselves. Further information about this can be found by speaking to the SENDCo or by following the link below. Children with special educational needs and disabilities (SEND): [Extra help - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

The levels of need and the provision put in place to support this are all responsive to the child's needs at the time. As a result of this, a child's level of SEND can be fluid. Parents would be fully consulted before any changes were made as our SEND Support Plans, and EHCPs, are produced in collaboration with parents and carers.

How are the additional needs of a child reviewed?

Children who require support at targeted or Individual level have their strengths, needs and provision recorded in the form of a personalised document called a 'One Page Profile'. One Page Profiles are updated in collaboration with the children at least termly and they are then shared with parents and carers.

For those children on the SEND register, we use a 4- part cycle of Assess, Plan, Do, Review to review the pupil's SEND Support Plan and their progress towards outcomes. These cycles are evaluated co-productively with parents termly. During these meetings, the teachers and parents will review the child's progress using:

- Their knowledge of the child
- The results of any academic assessments
- Any advice from external support services
- The child's development and progress in relation to their peers
- As well as progress in relation to their own personal targets.

New targets or provision will be decided on and recorded on the child's SEND Support Plan. The use of the Stockport SEND tracker is also used in Maths and English to help identify and track pupils small steps towards their outcomes where needed for those pupils with targets for cognition and learning.

In addition to the termly SEND support plan reviews, a child with an EHCP will also have an Annual Review meeting. In this meeting, all adults working with the child will review the child's progress towards the outcomes outlined on their EHCP document.

How can I work with the school to support my child's learning?

We place collaboration with parents at the heart of SEND at Nevill Road Junior School. We have an open-door policy and welcome discussions with our parents; we host regular parents' meetings, SEND Coffee Mornings, and a range of other events. We aim to work in partnership with parents and carers.

We do so by:

- working effectively with all other agencies supporting children and their parents.
- making parents and carers feel welcome
- giving parents and carers opportunities to play an active and valued role in their child's education
- parents are an integral part of our assess,plan,do,review cycle; in addition to Parent's Evenings, parents of children on the SEND register are invited into school on a termly basis to discuss their child's progress and achievements and review their personalised SEND Support Plan
- inviting parents in to school to participate in events such as reading mornings and maths workshops
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing; or of any changes regarding home circumstances
- instilling confidence that the school will listen and act appropriately.
- focusing on the child's strengths as well as areas of additional need.
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- keeping parents and carers informed and giving support during assessment and any related decision-making process.
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

What training are staff given in order to support children with SEND?

All staff at Nevill Road Junior School are committed to improving their ability to provide quality first teaching to all children, including those with SEND. There is regular whole staff training on a range of SEND issues. In the past academic year, staff have received training on a range of SEND topics including the graduated approach to supporting students with SEND, Restorative Approaches, Team Teach, Zones of Regulation, ASC strategies and Dyslexia. We have ELSA (Emotional Literacy Support Assistant) trained staff to help with the delivery and development of speech and language within school.

Training needs are evaluated regularly. The SENDCo and Head Teacher consult with the LEA Learning Support Service to discuss and select relevant training materials. Where appropriate, training is provided by external agencies. Teaching assistants are included in training to enable them to support children with SEND.

Our SENDCo has the National SENCO Award, holds qualified teacher status and attends regular network meetings. The SENDCo attends appropriate courses, including termly SENDCo network meetings, in order to keep updated with new developments and initiatives in the leadership of SEND. Staff are regularly updated on matters pertaining to Special Educational Needs and Disabilities during staff meetings and weekly staff briefings.



Which outside agencies do school liaise with?

We have access to a range of specialist support services:

- Educational Psychology
- Speech and Language Therapy
- Inclusion Service
- Occupational Therapy
- Primary Jigsaw
- SENDIASS (Information, Advice and Support Services network - previously known as Parent Partnership). <https://www.kids.org.uk/sendiaass>
- Youth Offending Team
- Sensory Support Service
- School Age Plus worker
- School Nurse
- Schools link social worker
- CAMHS (Child and Adolescent Mental Health Service)
- Autism Team
- Ethnic Diversity Service
- Physiotherapy

Parents are always consulted with before referrals to outside agencies are submitted and they are welcomed and encouraged to be involved in the generation of these referrals.

What support will there be for my child's overall well-being?

At Nevill Road Junior School we are committed to developing the 'whole child'. We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being.

Weekly whole school assemblies take place regularly and the children are praised and rewarded for their recent achievements. These awards are linked to our Bee Rules:



. The school uses a bespoke PSHE programme. This provides a range of topics and modules to support the school in the delivery of PSHE. Regular circle times are planned and delivered which help children to understand their feelings and explore relationships.

All staff are aware of medical needs and a number of named staff are regularly trained to support medical needs. We also have staff trained in first aid. See school medical policy for further details.

All staff follow the same procedures for rewards and sanctions. Please refer to the school's behaviour policy for specific information. Children may have individual reward programs to enable them to meet their specific needs.

We regularly monitor attendance and provide support and take the necessary actions to prevent prolonged unauthorised absence. Attendance rates at our school are above national expectations.

Each term, the class teacher uses a Wellbeing assessment tool to track and monitor each child under a range of wellbeing indicators. Some children need more support and this may be provided by small group activities or 1:1 support offered by the class teacher or teaching assistant. If more support is needed then the Sendco, in consultation with parents, can make a referral to the School Nurse, our School Age Plus worker, the Behaviour Support Service, Primary Jigsaw or Stockport Healthy Young minds. These support services may come into school to work with children with specific needs, this is a service that works with the family, the child and the school. If you have any concerns regarding your child's wellbeing please speak to your child's class teacher.

How will my child's voice be heard?

The views and aspirations of our children are the focal point of our SEND process. All staff at Nevill Road Junior School are committed to listening to the views, wishes and experiences of all our pupils. We use the One Page Profile to collect the children's thoughts and experiences of school, their aspirations for the future as well as how they feel school can best support them. Their aspirations are also included on their SEND support plan to ensure that these drive the chosen outcomes for the pupil.

By having the pupils involved in the process, they are given some personal responsibility for their own progress and a voice to share how they can be best supported. It also contributes to an improved self-image and greater self-confidence.

Where possible, pupils are invited to attend their termly Support Plan review meeting alongside their class teacher, and parents and carers. Pupils with an EHCP may also be invited to attend their Annual Review Meeting if parents and staff feel it is appropriate. This gives them the opportunity to share their ideas and views in person and be part of the process. If the child does not want to attend then an adult will share their views on their behalf.

What support is there for behaviour and avoiding exclusions?

All staff are trained in the Restorative Approach to behaviour management and this training is reviewed and updated regularly. This approach focuses on planning for and managing behaviour in a positive and supportive manner which seeks to understand the communication which underpins behaviour. Our school behaviour policy is based upon the Restorative Approach and is used consistently by all staff.

Several members of staff are trained in Team Teach (which supports relationships, equipping everyone to manage distress behaviours and conflicts safely and respectfully). In line with this approach, children who need additional support with their behaviour in school have a My Plan, which outlines what signs they might display to show that they are finding it difficult to regulate and lists strategies which the child finds useful to help them to manage these feelings.

We strive to build positive and supportive relationships with parents so that we can work in partnership to support our pupils. As a school, we will always aim to work with our parents and carers in a collaborative process. Where there are concerns with regards to an escalation in behaviour and the growing risk of exclusion, the SENDCo and Head Teacher will also liaise with the Inclusion Service.

School also liaise with link social workers and School Age Plus workers, where appropriate. We have a full time Learning Mentor, Tanya Smith, who delivers focused intervention work with pupils who require it.

Where appropriate, school may make flexible use of Education Health and Care Plan funding to allow for alternative curriculum provision.

Please refer to the school's Positive Relationships and Behaviour policy and Anti-bullying policy for further information.

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

Our SEND Policy promotes the involvement of all our learners in all aspects of the curriculum, including activities outside of the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. Where there are specific needs, parental involvement is encouraged to allow inclusion as much as possible.

How accessible is the school environment?

Our SEND Policy promotes the involvement of all our learners in all aspects of the curriculum, including activities outside of the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. Where there are specific needs, parental involvement is encouraged to allow inclusion as much as possible.

Our school is a single-storey building. All parts of the school have wheelchair access via ramps. There is one disabled toilet in the main building and one in each of our two mobile units. There is a loop system fitted in each mobile classroom to benefit children with hearing impairments. The needs of the children in each class are carefully considered when classrooms are allocated to classes for each new academic year.

We liaise with the Ethnic Diversity Service who assist us in supporting our families with English as an additional language.

How will Nevill Road Junior School prepare and support my child to join the school, transfer to a new setting or the next stage of education and life?

We encourage all new children to visit the school prior to starting so that they can meet a member of staff, tour the school and become acclimatised to the new surroundings.

Many of our pupils transfer to our school from Nevill Road Infant School at the beginning of Year 3. Upon transition from the Infant school, parents are invited to visit the school and meet with the Head teacher and teaching staff; Year 3 teaching staff meet with teaching staff from the infant school to share information about the children; and the Year 2 children visit the school and spend time with their new teacher in their new class before the end of the summer term.

The SENDCo meets with the SENDCo from the Infant school to ensure that all the relevant information regarding children with SEND is passed on. The SENDCos from the Infant and Junior Schools host a joint SEND Coffee Morning in the Summer term of Year 2 to which parents are warmly invited to so that they can meet the SENCOS, find out more about the transition process and ask any questions they may have.

With regards to transition to Secondary School, children with Education Health and Care plans (EHCPs) will have a transfer review meeting during Year 5, and again in Year 6, to which their preferred secondary school SENDCo will be invited. For all children with SEND, the SENDCo liaises with relevant Secondary Schools and all information and data is transferred to the Secondary school SENDCo at the end of Year 6. Additional visits for pupils can be facilitated where necessary to aid transition. If necessary, Teaching Assistants can accompany children on these visits.

How are Nevill Road Junior School's resources allocated and matched to children's special educational needs?

Our finances are monitored regularly by the Governors' Resources Committee and we utilise resources to support the strategic aims of our setting as well as the needs of individual learners.

We ensure that all children with SEND have their needs met to the best of the school's ability with the funds available. The budget is allocated on a needs basis and this is reviewed following the Assess, Plan, Do, Review cycle of our SEND support.

Some EHCPs provide additional funding to support the special educational needs of the child it has been awarded to. The use of this funding is guided by the provision documented in the child's EHCP and could be utilised in a range of ways, including the purchase of resources to support the individual, or staff training.

We have a team of Teaching Assistants (TAs) who are deployed to support children on an individual or group basis in order to best meet their needs. The children who have the most complex needs are given the most support, often involving a TA.

How are Governors involved in SEND at Nevill Road Junior School?

Mr Nick Kokkinis is the identified SEND governor at Nevill Road Junior School. The SENDCo and the SEND Governor meet at least termly to discuss the SEND provision of the school and any SEND-related developments. Mr Kokkinis is passionate about ensuring that our SEND provision is of a high quality and he regularly attends SEND-related staff meetings and the half-termly SEND Parent Coffee Mornings.

SEND is discussed at the termly meetings of the Governing body. The Head Teacher and the SENDCo consult with the Governing Body when assessing how the school can meet the needs of pupils with an EHCP.

Who can I contact for further information or to make a complaint?

More information about SEND at Nevill Road Junior School can be found in our SEND policy (which is available on the school website).

In the first instance we would encourage parents/carers to talk to their child's class teacher. If necessary, further information can be obtained from the SENDCo, Mrs Emma Boon (emma.boon@nevillroad-jun.stockport.sch.uk)

Complaints about SEND provision in our school should be made to Mrs Judi Cliff in the first instance. She can be contacted on Headteacher@nevillroad-jun.stockport.sch.uk. They will then be referred to the school's complaints policy.

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding: Exclusions; Provision of education and associated services; Making reasonable adjustments, including the provision of auxiliary aids and services.