**George Romney School SEN Information Report 2022**

At George Romney Junior School we work hard to ensure that every member of our school community feels safe and feels included in every aspect of school life. We are an inclusive school and seek every opportunity to involve pupils and celebrate talents and individual achievements across all areas of school life.

We believe that everyone has the right to a broad, balanced and ambitious curriculum which will provide them with the knowledge and skills they will need in later life; encouraging them to widen their horizons and their understanding of life beyond their locality. We also believe that every child has the right to access learning alongside their peers without having their opportunities limited.

With this in mind at George Romney we aim to:

set suitable and challenging learning opportunities;

respond to and support individuals learning needs;

seek to remove barriers to learning for individuals and groups of learners.

For us Inclusion means making sure that basic human rights are in place for all at our school and that all pupils are provided with equal opportunities. Children with special educational needs are mainly taught in class with their peers and are withdrawn for short periods of 1:1 work where appropriate.

**What is the Local Offer?** The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child. Below are the questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child’s needs.

If you have any questions please contact school and speak to your child’s class teacher or the Special Educational Needs Co-ordinator (SENCO) jodorsett@grjs.cumbria.sch.uk.

**How does George Romney School know if children need extra support?**

In line with our SEN Policy we will know if a child needs extra support if:

* Concerns are raised by parents/ carers or school staff
* A pupil’s is not making expected progress despite having additional short term intervention or support
* A pupil expresses concerns about their learning
* A concern is raised via a health specialist diagnosis

SEN needs may include Specific Learning Difficulties (Dyslexia, Dyspraxia, Discalculia, ADHD, ADD), Moderate Learning Difficulties, Severe Learning Difficulties, Speech and Language or Communication Needs, Autistic Spectrum Condition, Visual Impairment, Hearing Impairment, Multi-sensory Impairment, Physical Difficulty

**What should I do if I think my child may have Special Educational Needs/Disabilities (SEND)?**

* Contact school and ask to discuss your concerns with your child’s class teacher
* You may wish for a follow up discussion with the Special Educational Needs Co-Ordinator (SENCO)

**How will George Romney staff support my child?**

* Every pupils learning will be planned by the class teacher. Pupils learning will be differentiated to suit individual’s needs and may include additional in class support with a TA or with the class teacher.
* For specific identified leaning needs (eg. reading intervention, maths support, spelling support) pupils may work in small groups or 1:1 outside of the classroom. Progress during these interventions will be regularly assessed and reviewed to inform future planning and the need for further intervention.
* Pupil Progress meetings are held termly and enable discussions between class teachers and the head teacher to identify any issues which may arise from the discussion and identify and plan for further intervention and support.
* Where significant support may be needed a pupil will have a pupil plan which will identify short term targets and the provision which school will provide in order to achieve the targets. Each plan will be reviewed every term and new targets agreed. Pupils and parents/carers will be asked to contribute to the plan.
* When it is felt further specialist help is needed in order to identify barriers to learning and to provide targeted support (eg Educational Psychologist, Speech and Language support, Paediatrician) school will work with the family to open an Early Help Plan in order to request specialist support. Once the agency has had the opportunity to undertake assessments school will work with specialist advice to provide additional targeted support.

**How will the school ensure the curriculum will be matched to my child’s needs?**

All children have entitlement to a broad and balanced curriculum which is differentiated to enable children to:

* understand the relevance and purpose of learning activities
* experience levels of understanding and rates of progress that bring feelings of success and achievement.
* develop subject specific vocabulary and use it appropriately.
* allow all learners to access the curriculum with differing amounts of support.

Where appropriate additional equipment may be provided to support pupil learning (Clicker word processing, sloped writing bench, easy grip pencils etc.

**How will I know how my child is doing and how I can support my child’s learning?**

* Parents evenings take place in the Autumn and Spring Terms to discuss progress and we encourage all parents/carers to attend.
* At George Romney we have an ‘Open Door’ policy and encourage parents/carers to contact school for an informal discussion if they have any concerns over children’s learning at any point in the year.
* Pupils on the SEN register will have a Pupil Plan which will be reviewed and updated termly.
* Class teachers and the SENCO may have additional ideas on how you may support your child at home if they have additional learning needs.
* School have a number of online programmes which may help your child with their learning.

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

At George Romney we know how important it is that all children feel secure and supported in order for them to make the most of all learning opportunities. We have a number of ways that we can support pupils with their social and emotional well-being including:

* Seris support sessions.
* Kidsafe Child Protection Programme.
* Lunch Time Clubs to support good break times.
* Playground Leaders programme run by Year 6.
* Reading buddies and buddy break times to support younger children settling in school.
* Small group friendship groups working on social skills.

**What access will my child have to staff with specialist training?**

At school we have a number of staff who have undertaken specialist training and are able to teach specialist intervention programmes. These include:

* Reading Intervention,
* Maths Recovery,
* Advanced training in Specific Learning Difficulties,
* SERIS training,
* Autism Awareness training
* Paediatric First Aid,
* Counselling

If a pupil continues to make less than expected progress, despite the targeted intervention and support offered in school it may be necessary to ask for specialist support from outside agencies. This will be arranged by the SENCO and parents will be kept fully informed of any involvement of other agencies.

These may include:

* School Nursing Services,
* Educational Psychologist,
* Specialist Teachers (Autism, Speech and Language, Behaviour Support, etc),
* Child and Adolescent Mental Health Services (CAMHS),
* Therapists (speech and language, occupational therapists, physiotherapists),
* Family Action/Barnardo’s/My Time

**The School Environment**

We strive to enable access and inclusion for all children and will happily discuss modifications to regular routines if this is beneficial to you or your child. Please refer to the school’s access plan but include

* Ramps for ease of access
* 2 accessible toilets (one in each part of the school).

**How will school prepare and support my child when joining the school and transferring to a new school?**

* A range of visits to school from feeder infant school including a sports afternoon
* Small group visit for identified pupils to include meeting key staff and taking photos for transition book
* Class visit to spend morning with new class.
* Visit from new teachers to infant school to teach a set of lessons.
* Meetings between schools to discuss pupils.
* Extra visits to Secondary school for identified pupils
* Transition programme for identified pupils.
* Meetings between SENCOs to discuss pupils and their needs.

**How are the school’s resources allocated and matched to children’s special educational needs?**

* We ensure that all children who have SEND will have their needs met to the best of the school’s ability with the funds available.
* We have a team of LSAs/TAs (Learning/Teaching Support Assistants) who are funded from the school budget and deliver programmes designed to meet groups of children’s needs and individual needs.
* The budget is allocated on a needs basis.

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

* Decisions are based on discussions between the class teacher and SENCO and any other involved agencies. These will then be discussed with parents/carers and agreed upon.
* Progress will be monitored in school and progress tracked.
* If progress continues to be a concern then further interventions will be considered.
* **Where do I find information on the local authorities SEN local offer?**

[**https://localoffer.cumbria.gov.uk**](https://localoffer.cumbria.gov.uk)