
Freemans Junior Academy SEND information report

We are a highly inclusive school in which the needs of all pupils are taken seriously and supported in an individualised way. Staff are sensitive to the needs of every child and through working with the SENCO and external professionals aim to deliver the highest standard of education for all children regardless of their needs.

We believe in an inclusive approach to teaching and learning and that all children should be supported to reach their full potential. Quality first teaching is used to ensure pupils are accessing the full curriculum, lessons are differentiated and adapted to meet the needs of all children including those with SEND. Scaffolds and practical resources are provided to support children to work independently. Research evidence is used to plan effective interventions and staff receive training to ensure that the delivery of such interventions has the desired impact. Children with SEN are included in all aspects of school life and are encouraged to join clubs and participate in all activities.

Early identification of children's needs is key to ensuring that provision for children with SEND is in place to meet their individual needs. Staff work closely together to plan an appropriate curriculum to meet their individual targets. We believe in early intervention and aim to address any emerging need as soon as possible. We encourage parental input when planning the provision for individual pupils. The progress of all children on the SEND register are reviewed regularly in collaboration with families and relevant professionals.

All children are seen as individuals and staff have high expectations for every child. All children, including those with SEND, are encouraged to be independent, confident, motivated life long learners.

<p>What types of SEN do we provide for?</p>	<p>Learning, behavioural and physical.</p>
<p>How do we identify and assess pupils with SEN?</p>	<p>Children are identified as needing further support or assessment by class teachers, TA's, or any other member of staff who works with the children in school by completing a concerns form which is passed to the SENCO who then investigates what may need to be done to support the child. Parents can also raise concerns about their child by speaking to the class teacher or the SENCO.</p>
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>Mrs Joanne Taylor joanne.taylor@freemansendowed.org 01933 274870</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>All children within our school are equal and taught according to their need. We believe in an inclusive approach to teaching and learning and that all children should be supported to reach their full potential whatever that may be.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>Lessons are differentiated and adapted to meet the needs of all children including those with SEN. Scaffolds and practical resources are provided to support children to work independently. Extra adults are used to facilitate the learning of SEN children within the classroom.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>Children with SEN are included in all aspects of school life and are encouraged to join clubs and participate in all activities. All children at Freemans are equal and supported to reach their full potential.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Parents are invited to review meetings for children on the SEN register and contribute to the target setting process. Parents can request meetings with the SENCO at any time to discuss their child's needs.</p>

	<p>Letters are sent home communicating support that their child is receiving and assessments that are needed.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>The children have one page profiles that they create which tell everyone about them including their strengths and areas of difficulty. They are aware of their targets and what they need to do to reach them.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Parents are invited to review meetings for children on the SEN register and contribute to the target setting process. Progress is also discussed at parent's evenings.</p>

<p>How do we support pupils moving between different phases of education?</p>	<p>Extra transition is put in place for children who require this to enable them to feel confident about moving to their next class or school.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>We support all pupils in their transition to secondary school through workshops and individualised support prior to transition.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>A TA is dedicated to SEMH intervention. Children who require SEMH provision have this in the afternoons either as 1:1 or in a small group.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>SENDCO is completing the NASENCO qualification. SENDCO attends network meetings. TAs have in house training on various interventions and programmes to support SEN children.</p>
<p>How will we secure specialist expertise?</p>	<p>The school has access to an Educational Psychologist to support the school with SEN pupils. Referrals can also be made to various specialists to enable the school to gain advice on how to support SEN children effectively.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>The national budget is used to support SEN children, providing practical resources, scaffolds and intervention time.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>Referrals can be made to various specialists to enable the school to gain support both in school and at home. School nurse is able to come into school and work with children. Advice is sought from external agencies/professionals to support SEN children effectively.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>Senior Leadership review the progress of all SEND pupils at regular intervals throughout the year. Data analysis and observations are used to measure progress and the impact of any interventions is closely monitored by the</p>

	SENCO. Findings of such reviews are used to set new targets and develop new approaches for individual pupils.
How do we handle complaints from parents of children with SEN about provision made at the school?	Any complaints are fully investigated and the school closely collaborates with parents to resolve any emerging issues. Parents are encouraged to discuss any issues with the SENCO or class teacher and if needed appointments can be made with the headteacher to discuss provision.
Who can young people and parents contact if they have concerns?	Joanne Taylor – SENDCO Fiona Hull – Head teacher
What support services are available to parents?	Specialist Support Services School Nurse Autism Outreach Family Support Worker
Where can the LA's local offer be found? How have we contributed to it?	https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer