



Castleford Park Junior Academy

SEND Information Report
September 2017

Children and Families Bill 2013

The Children and Families Bill takes forward the Government's commitments to improve services for vulnerable children and support the development of stronger families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs and Disability (SEND), including those who are disabled, so that services consistently support the best outcomes for them.

The bill will extend the SEND system from birth to 25, giving children, young people and their parents greater control and choice in decisions and ensuring needs are properly met. It takes forward the reform programme set out in '**Support and aspiration: a new approach to special education needs and disability - progress and next steps**' by:

- replacing old statements with a new birth- to-25 'Education, Health and Care Plan'
- improving cooperation between all the services that support children and their families, particularly requiring local authorities and health authorities to work together and providing them with a 'Local Offer'

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as *a local offer of all services to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child.*

Castleford Park Junior Academy has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. We strive to provide a broad and balanced curriculum with high expectations and suitable targets for all. We have systems for early identification of barriers to learning and participation. All Special Educational Needs and Disability (SEND) provision is overseen by the Senior Leadership Team (SLT) in school and is co-ordinated by the Special Educational Needs Co-ordinator (SENCo) alongside the assistant SENCo. SEND provision is monitored, reviewed and evaluated on a



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regular basis by the SLT and termly reports are given to the governing body to inform them on how individual needs are being met and how SEND funding is being spent. E.g. specialist staffing, resources and training. Teachers take account of all children's needs and make provision to support individuals, or groups of children. We recognise that children may have specialised needs at any time or throughout their time in school and we will strive to support children through this. We strongly believe that all our learners have gifts and talents that should be promoted throughout school in order to provide every opportunity for each child to achieve their full potential. Parents of these children are regularly consulted and invited to attend meetings termly so that targets can be developed and agreed together and will also reflect aspirational and achievable outcomes.

Clear, informative One Page Profiles (OPPs) are put in place and reviewed half termly ensuring evidence of impact from interventions has been gathered leading to assessments and next steps for the child. This form of monitoring ensures children are on track to meet targets and that planning addresses individual needs. Intervention plans are reviewed every six weeks to inform next steps and ensure progress and achievement is taking place.

Staff in school are trained and work alongside other professionals to develop their skills, knowledge and confidence in specific areas of SEND. This includes; Speech and Language service, physiotherapy service, Learning Support Service, Behaviour Support Service, Ethnic Minority Achievement Team, Occupational Therapist, Communication Interaction Access Team, Childhood and Mental Health Service (CAMHS), Educational Psychologists.

The school's policies, available on the website, reflect the school's commitment to inclusion, safety and well-being of all children.

All teachers are teachers of SEN pupils and as a result will provide quality first teaching which takes account of the specific needs of pupils with SEND within the classroom setting.

At Park Junior Academy:

- We will provide a challenging and stimulating environment in which each child can develop to their full potential and feel secure and valued.
- We will provide a broad and balanced curriculum designed to nurture enquiring minds, which will enable all children to acquire the skills, attitudes, concepts and knowledge appropriate to the Primary Stages of Education.



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- We will help children develop self-confidence and will encourage good behaviour in order to promote self-discipline and responsibility for themselves and others.
- We will encourage children to have a positive and tolerant attitude towards themselves, other people and the different cultures in the world in which they live and provide equal opportunities for all children, regardless of gender, race, creed or ability.
- We will work hard to create a supportive and caring learning community which provides our children with a happy and successful time at our school.

Special Educational needs provision is educational provision that is additional to, or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of quality first teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our school has a Special Educational Needs Coordinator (SENCo) and an Assistant SENCo who are responsible for the management of provision and or support for identified pupils with SEND. Their contact details are:

Jody Roberts (SENCo)

Park Junior Academy
Medley Street
Castleford
West Yorkshire
WF10 4BB
01977 518959
Email: enquiries@pjacademy.net

Julie Hurdiss (Assistant SENCo)

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West Yorkshire
WF10 4BB
01977 5168959
Email: enquiries@pjacademy.net

As part of the role of SENCo, Mrs Roberts also mentors and supports colleagues within the setting to enable them to provide appropriate assessment and targeted provision for children in their class with SEND.

The information below outlines the support available within the school setting to all pupils at Park Junior but specifically those with Special Educational Needs.



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Teaching and Learning

What additional support can be provided in the classroom?

- A Teaching Assistant (TA) or a Special Needs Assistant (SNA) is an additional member of support staff who works under the direction of the SENCo and class teacher. At Park Junior TAs and SNAs work with small groups and on a 1:1 basis within the classroom to help a range of pupils access differentiated activities.
- TAs and SNAs are trained to deliver intervention programmes that support children in developing their literacy, numeracy or social skills. These take place outside of the normal literacy and numeracy lessons.
- If additional funding has been allocated for a child through a statement of special educational needs or an Education, Health, Care Plan, we may use the funding to employ a Special Needs Assistant to work specifically with them if this is the best use of the money available.
- We also have a learning mentor. She provides support to pupils and parents across the whole school where pupils, or parents are feeling particularly vulnerable, anxious or in need of someone to talk to.
- We benefit from volunteers (most notably work experience students or parents) who support children throughout school - particularly with reading.
- Classroom displays are specifically aimed to support children's current learning, and the use of literacy and numeracy working walls and clear, differentiated learning objectives and steps to success provide appropriate prompts for the children.
- Differentiated activities specifically target the needs of the learner within a particular area of the curriculum. Differentiation may be evident through a variety of means for example; helping pupils' access adult support, resources and extra tasks set.
- Where needed, we also purpose-build and buy a range of equipment that is recommended as extra support for some of our pupils - ranging from technological support such as 'sound buttons' to intervention guidance such as 'socially speaking' and also building equipment such as large scale black boards for the smooth running of handwriting intervention.
- We aim to develop each pupils' level of independence before they move to High School and use a range of resources within and around lessons to promote this independent working and attitude. We view this with particular importance for our SEND and disadvantaged pupils.



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What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)

- All of our teachers are required to plan differentiated lessons that children can access. This is achieved by our teachers using relevant assessment information to identify each individual pupil's starting points and their subsequent next steps. Specific planning is then developed each week that tailors to the specific needs of pupils within class.
- If a pupil has difficulties in certain areas, these are taken into account by the teacher, discussed with the parents/carers and they will make plans, together with the pupil if appropriate, to overcome this. If further support is needed they will discuss a child's needs with the special educational needs co-ordinator (SENCo).
- The SENCo may carry out additional assessments to find out more about the child's learning difficulties so that the curriculum and teaching can be tailored to ensure the child makes progress.
- If needed, the SENCo may refer to outside agencies for advice from specialists in a particular area such as the Educational Psychologist, Community Paediatrician, Speech and Language Therapist, School Nurse, Learning Support Services and the Communication Interaction and Access Team. The advice provided from the specialists is used to inform planning and any intervention provision needed.
- If a child needs an OPP parents will be involved in planning child centred targets and provided with a copy. Parents will be invited to discuss the OPP three times annually.
- Some pupils need specific pieces of equipment to help them work and learn more independently. At Park Junior Academy we have a range of different types of specialist equipment to support pupils.
- The school building is on one level and there are disabled toilet facilities and access ramps where required, in order to provide inclusion and access for all.

Staff specialisms/expertise around SEND or disability

- Experienced SENCo who has undertaken the National Award for SENCos.
- Staff have received training in the following areas:
 - ✓ Phonics
 - ✓ Team Teach/Positive Handling
 - ✓ Numicon
 - ✓ Behaviour Management
 - ✓ Makaton
 - ✓ Socially Speaking Intervention and Circle of Friends
 - ✓ Precision Teaching



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- ✓ Lexia
- ✓ Wake up Shake Up
- ✓ Fit to Learn
- ✓ It's in a bag/ What's in the bag
- ✓ Speed Up
- ✓ Dyslexia specialist teaching
- ✓ Catch up Reading
- ✓ Lego Therapy
- ✓ Teaching the National Curriculum to a highly differentiated level
- ✓ Reciprocal Reading
- ✓ SpLD (Specific Learning Difficulties)
- ✓ Restorative Practice
- ✓ Attachment disorder training
- ✓ Talking partners

What ongoing support and development is in place for staff regards supporting children and young people with SEND?

- Staff development needs are identified through performance management and appraisals.
- The SENCo identifies training required according to pupil need.
- All monitoring that takes place, including lesson observations, work and planning scrutiny and discussions with pupils, takes into account each individual pupils' and the progress they are making.
- Where more training is needed to support the staff members within the classroom, this will be provided and the impact of this monitored - looking again at the progress each individual is making at half-termly assessment points.
- Castleford Park Junior Academy has a very open and transparent attitude to monitoring - staff frequently work together to provide guidance and advice to develop their classroom provision for each individual
- More experienced, or specialised teachers are often deployed to give guidance and support to less-experienced (within the particular field of skill needed) using their coaching skills to do so

What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during assessments?

- The Headteacher and teaching staff oversee access arrangements - which includes Readers, Scribes, extra time, small classroom for anxious students/behaviour students and extra support for families and pupils who need this
- Coloured overlays, access to laptops and sound recorders and other literacy-based tools for pupils with dyslexic tendencies.



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- Differentiated activities and resources/tests (Including emotional literacy assessments) for SEND pupils.
- OPPs are shared with all staff who have direct teaching/support contact with a pupil.
- Practical resources to help establish conceptual mathematical understanding.

What external teaching and learning do you offer?

- If needed, we may refer pupils to a number of external agencies such as speech and language service and educational psychology.
- If a pupil requires additional support from the Learning Support Service or the Communication, Interaction and Access Team they may conduct 1:1 or small group teaching sessions to target the specific needs.
- Interventions take place around the school day where parents agree - most frequently within Year 6 - both in the morning and after school.

How does Park Junior Academy know if pupils need extra help?

Children may be identified as having SEND through a variety of ways including the following:-

- Liaison with any previous school or setting.
- Child performing significantly below age related expectations.
- Concerns raised by parent or class teacher/adult within class.
- Through termly Pupil Progress Meetings held between the Teachers/SENCO and Head Teacher.
- Liaison with external agencies.
- Health diagnosis through pediatrician/doctor.
- Through regular teaching and learning monitoring conducted by a member of the Senior Leadership Team or a subject coordinator.

As a school we measure children's progress in learning against National Expectations, Age Related Expectations and set aspirational targets based on individual performance both in Key Stage One SATs and throughout a pupils' time in school.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 to Year 6 using a variety of different methods that monitor and measure progress made.



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Children who are not making expected progress are analysed through our termly Pupil Progress Review meetings with the class teacher, Assessment Coordinator and Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

What should I do if I think my child may have special educational needs?

- Talk to the school. In the first instance contact your child's class teacher who will follow the school's SEND pathway (see website).
- If you require more information contact the SENCo, Deputy Headteacher or Headteacher.
- We pride ourselves on building positive relationships with parents and care very much about each pupil's well-being and progress.
- We may also advise you to seek guidance from your GP who knows your child's medical profile better than we do.

What support will there be for my child's overall wellbeing?

- We are an inclusive school; we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being and learning attitude. Here at Park Junior Academy we commit to our own aims and ethos statement and ensure pupils are able to develop to their full potential and feel secure and valued particularly through our SEAL and PSHCE teaching
- The class teacher has overall responsibility for the pastoral and social care of every child in their class, therefore this person would be the parents' first point of contact.
- We also have learning and behaviour mentors who support pupils and parents by providing pastoral care.
- The Headteacher and the Learning Mentor are the Designated Safeguarding Leads in school.
- If further support is needed the Learning Mentor can liaise with the SENCo/Headteacher. This may involve working alongside outside agencies such as Health and Social Services.

Reviews

What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?

- All parties involved, including parents and child, will be invited to attend the meeting with at least 4 weeks' notice. This may include: The SENCo, Assistant SENCo, Class teacher and representatives from appropriate external agencies.
- Parents will receive documentation prior to the review and will be asked for their views so that they can actively contribute to the plans going forward.
- Review meetings will be held at school.



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- Translation services will be provided if necessary to help communicate with parents.
- Pupils with a statement, or EHCP, will be consulted about their views on their SEND and provision in school. The evidence gathered may be in the form of writing, photographs, pictures, mind maps or also recorded on a recordable device.
- In the documentation sent prior to the meeting, parents will also be made aware of the role the Special Educational Needs Disability Information Advice Support Service (SENDIASS) can provide.
- Pupils who are transitioning at a key point- for example, Key Stage One to Key Stage Two, or Key Stage Two to Key Stage Three, there are additional arrangements: The Phase Leaders of each department, new class teachers and the SENCo will meet to discuss the needs of all SEND pupils making the transition. Social Stories and transition books will be started at the start of the second summer half term for those children who require it in order to support each pupil fully with the changes that are imminent. Pupils will also be provided with more opportunity to spend time in their new classroom and setting to familiarise themselves with it.
- The SENCo works closely with the Learning Mentor and liaises with all Secondary School SENCOs regarding pupils transitioning from KS2 to KS3. Should a child with a statement or EHCP be moving to secondary school the SENCo from the High School will also be invited to the annual review of the plan.

What arrangements are in place for children with other SEND support needs?

- Parents of pupils at SEN Support Level and SEN support Level Plus meet with the class teacher three times annually to discuss the child's progress, review their OPP and set targets for their new OPP. This provides an informal report on progress, formalised when the school report is sent out in July.
- Parents will receive an annual report each year and will also be able to attend two regular meetings where their child's progress can be discussed with the class teacher.
- Parents can also meet with the SENCo/ Assistant SENCo by appointment anytime throughout the school year to discuss any concerns, or queries about their child's progress or well-being.

How do you share educational progress and outcomes with parents?

- Meetings are held with parents three times annually where progress and OPPs are reviewed/discussed.
- Annual School report - once yearly (and twice yearly meetings for discussion with the class teacher)
- Meetings with parents as the need arises for SEND pupils.
- Review of statements

How will my child be able to contribute their views?



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- We value and celebrate each child being able to express their views on all aspects of school life. Children who have OPPs discuss and set their targets with their class teacher. If your child has an EHC Plan or an annual review of their statement, then their views will be obtained before any meetings and they may be invited to attend part of formal meetings where appropriate.

Keeping Children Safe

What are the school arrangements for undertaking risk assessments?

- Risk assessments are undertaken when children are taken off site to take part in an activity and are also used to assess any situations that may pose risk within school, such as when pupils are playing on the playground or working on particular activities in class. An individual pupil risk assessments may also be used when a pupil's needs may pose a risk to themselves, the adults responsible for them, or the children in their immediate vicinity.
- An outcome of a risk assessment for a pupil with special educational needs might be: for a child to have increased support at key points in the school day/ in off-site activities, or for activities to be adapted if they are unsuitable for a pupils needs.
- If necessary these are shared with parents at either an annual review or as part of the regular parents meeting with the class teacher.
- Park Junior Academy follows Wakefield Council guidance on risk assessments and the Evolve reporting system is used for all off-site trips.

What handover arrangements will be made at the start and end of the school day?

Do you have parking areas for pick up and drop offs?

- Key Stage Two children can enter school via the playground independently but their parents are asked to wait until the school doors are open at 8:45am when members of staff start their duties on the playground
- Staff are on the playground from 8:45 in the morning until the bell rings at 8:55 to support handover arrangements and ensure pupils are safe. They also do the same on a night - from 3:05 until 3:15pm unless they are supporting the organisation of an after school club
- Should there be a need for a pupil to enter/leave school separately from the other children, they can enter and leave via the main school entrance. There is also an area for parents to wait. The school office is informed of any handover arrangements and support the class teacher in ensuring that these details are given high priority.
- Children who stay for an after school club are expected to be picked up by an adult at the appropriate time, or a signed letter must be handed in that states that a particular pupil is able to walk home independently. If a pupil is not picked up at the end of the day, both staff and pupils know that the pupil will be escorted to the



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main office - where their parents/a carer will be contacted to make further arrangements.

- There is no dedicated pick up/drop off area for pupils although a lollipop lady monitors the main drop off area to ensure the safety of pupils. Parents are encouraged to use the Civic Centre Car Park or walk their children to school as there is limited parking availability
- Park Junior Academy does have disabled parking facilities for children or parents who may need it and they are invited to park within the school gates whilst dropping off, or picking up.

What support is offered during breaks and lunchtimes?

- If a pupil is struggling to access playtimes and lunchtimes either because they struggle to regulate their behaviours or find it difficult to interact with their peers, then they may access a range of activities/ strategies such as playground buddies at lunchtime or more closely supervised play at playtime. Our Learning Mentor and Behaviour Mentors also provide support for such pupils, engaging them in games or developing friendships, or ensuring there is a calm, quiet place for such pupils to sit
- Playground equipment is available to all pupils and is monitored by staff and pupil monitors.
- First aiders with high visibility jackets are on duty throughout playtime and remain visible to pupils in each playground zone.
- All pupils with additional needs have a dedicated key worker at lunchtimes who they must report any problems to. This will be the class teachers' point of contact.
- If there is provision within a statement of special educational needs/EHCP for lunchtime support, a member of staff will be employed specifically to support that child.

How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)

- At all points in the school day when children are moving around the school, staff are placed strategically to ensure that children are safe. Staff supervise children at all times, including when walking through school, to minimise risk. Several systems are in place to ensure that pupils remain safe at all times such as: No pupils in classrooms unsupervised by an adult, pupils travel in pairs when they need to visit a different area of school and lunchtime prefects are in place to ensure that pupils do not enter unsupervised areas at playtime and dinnertime.
- Risk assessments are undertaken for all school trips and individual risk assessments are taken out for pupils in conjunction with the parent and any outside agencies as necessary.



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- PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary.
- Staffing ratios are strictly adhered to and in the case of lunchtime provision are exceeded.
- Our school building is also extremely secure - all outside doors remain shut, or are electronically locked when pupils are in school and the perimeter of the building is surround by a fence, with locked gates.

Where can parents find details of policies on bullying?

- All key policies are available in the Policies section of the schools website. Should a parent want a hard copy, one will be provided by post.

Health (Including Health and Emotional Wellbeing)

What is the school's policy on administering medication?

- School has a policy on medication administration, ratified and agreed by governors. A copy is available in the Policies section of the schools website.

If my child has a disability how will they access the school?

- School has an Access Plan. A copy is available in the SEND Policies section of the schools website.

How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

- A multi-agency meeting is held with the parent/carer, the SENCo, Learning Mentor, school nurse and any other professional who is involved with the pupil. The Care plan is then shared with all staff during briefing and is regularly monitored by the SENCo, parents are consulted should there be any adjustments made to the plan. Equally, parents can come into school and meet with the SENCo if they feel the plan needs to be amended.
- At Parents' Evenings care plans are reviewed, amended and then distributed to relevant staff who need them.
- Key staff are trained in the use of Epi-Pens, inhalers and epilepsy medication.

What would the school do in the case of a medical emergency?

- Call 999
- Contact a qualified first aider
- Contact parent/carer, and ensure that they can make their way to the hospital. In absence of parent/carer a first aider would accompany the pupil to the hospital.
- If language is an issue the member of staff would stay at the hospital and explain to the medical staff what had happened, if possible a translator would be brought in.

How do you ensure that staff are trained/qualified to deal with a child's particular needs?



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- All staff are trained every year on Safeguarding/Child protection. The Designated Leads and Senior Staff also refresh their training every year
- Relevant staff undertake external courses provided by the LA and private companies
- Relevant staff are trained on how to use an epi pen, inhaler, or epilepsy medication.
- Relevant staff all trained on CAF completion and other relevant documents, i.e. MASH, EWO referrals, etc.
- Training by outside professionals for ASD, ADHD, S&L, etc.

Which health or therapy services can children access on school premises?

- Scheduled health screening for example vision and hearing tests.
- Speech and Language is delivered by the SALT team according to the needs of individual children.
- Occupational Therapy may conduct work 1:1 with pupils in school.

Communication with Parents

How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?

- Staff information is provided at the start of each school year to all parents and to new parents as and when required.
- Staff information is also available on the school website.
- Staff photos and main job role in school are displayed in the school reception.
- The SENCo encourages all parents to ring regarding any concerns that they may have or meet with the Head, or Deputy Head in the morning, or evening on the playground.
- Staff are all available to speak briefly to parents at the beginning of the day, or to arrange a further, more detailed appointment

Do parents have to make an appointment to meet with staff or do you have an Open Door policy?

- Park Junior Academy does operate an open door policy to speak to a member of staff but an appointment will be made if there is a request to speak to a teacher, due to their teaching commitment.
- All parents concerns are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after.

How do you keep parents updated with their child/young person's progress? Do you offer open days? What opportunities are there for parents to have their say about their son/daughter's education?

- Parents Evenings twice annually / Regular parent drop ins
- OPP meetings three times a year
- Annual School report - once yearly



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- Meetings with parents as the need arises for SEND pupils.
- Review of statements /EHCPs
- Reward Certificates, Stickers, Planners
- Letters home
- Parents are invited into school to attend their child's class assembly, to take part in services at Harvest, Christmas and Easter at our local church and to be involved in structured learning opportunities such as creative weeks and opportunities to work alongside their child

How can parents give feedback to the school?

There are plenty of opportunities for parents to provide feedback both formally and informally.

- Parental Questionnaire annually (Ofsted parent view in addition)
- Reading Record
- Home/School book
- SEND Parental Questionnaire
- Parental Meetings
- Telephone Calls
- Letters
- Arrange to see staff at a mutually convenient time.

Working Together

Do you have home/school contract?

- Yes the school does have a home/school agreement that parents and pupils are required to sign when the child begins attending the school.
- This agreement is reviewed and updated annually.

What opportunities do you offer for pupils to have their say? e.g. school council

- School Council
- Pupil questionnaires
- Through informal discussions with their class teacher and other members of staff during and around lesson times
- Pupil-led assembly

What opportunities are there for parents to get involved in the school or become school governors?

- Parental volunteers are encouraged.
- As governor posts arise, all parents are offered the opportunity to become a governor. They are asked to complete a letter of application and this is then published to parents.

What are the Governors responsibilities?



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- Our current SEND Governor is Sue Churm and she is contactable through the usual school contact details. The Governor meets regularly with the SENCo and will be updated on changes and current needs in school.
- The SENCO, Head teacher and School Business Manager report regularly to the Governing body regarding progress and teaching and learning, which involves discussing the progress that pupils with additional needs make and the resources they may need.

What Help and Support is available for the Family?

Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?

- If parents need help completing forms or paperwork then either the SENCo, member of the Senior Leadership Team, Learning Mentor or SEND support co-ordinator would arrange to meet with them and help them complete all the necessary paper work.
- Parents are offered this service at a parental meeting or by phone.
- All parents of pupils with special needs are made aware of the Special Educational Needs Disability Information Advice Support Service (SENDIASS) whom also support our parents with completion of forms. More information can be found at the Wakefield Offer website: <http://wakefield.mylocaloffer.org/Home>

What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?

- Our Learning Mentor provides parents with important information about financial support and external agency support for parents.

Transition from Primary School and School Leavers

What support does the school offer around transition?

- Pupils who are transitioning at a key point for example Key Stage Two to Key Stage Three have additional arrangements. The Phase Leaders of each department, new class teachers and the SENCo will meet to discuss the needs of all SEND pupils making the transition. Social Stories and transition books will be started at the start of the second summer half term for those children who require it. Pupils will also be provided with more opportunity to spend time in their new classroom and setting to familiarise themselves with it.
- Parents of Key Pupils who we envisage experiencing difficulties will be invited into school for a meeting with the Learning Mentor or SENCo. This is particularly important for children with social and communication difficulties.
- The SENCo works closely with the Learning Mentor and liaises with all Secondary School SENCOs regarding pupils transitioning from KS2 to KS3. Should a child with



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a statement or EHCP be moving to secondary school the secondary SENCo will also be invited to the annual review.

- Year 6 pupils spend a full day at their new secondary school in July of the summer term whilst pupils identified as possibly 'vulnerable' could visit more often if it is agreed that this would benefit them .
- Transition activities for secondary school take place during both Year 5 and 6 such as 'Gifted and Talented' days and Inter-Schools Sports Competitions.
- All pupils from Y3-Y6 will engage in transition activities within school with their new class teacher. These include meeting their new teacher and spending the morning with them. Teachers also meet to have a professional discussion regarding the learning and social needs of the pupils they are passing on.
- All pupils take their OPP with them to their new class from September and this will be reviewed after the first half term. This is to ensure that the pupils needs continue to be met at the start of the new school year.

Extra-Curricular Activities

Do you offer school holiday and/or before and after school provision? If yes, please give details.

- Yes. On-site Breakfast Club that provides care from 8:00am until the start of school. School staff run the club so that we can ensure that the children receive high quality, professional care in familiar surroundings, including breakfast. For further information please contact the school office on 01977 518959. We also provide this service for our neighbouring infant school.

What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?

- There are a wide variety of lunchtime and after school activities that pupils are actively encouraged to attend. These include: multi-skills sports, cross country, homework club, football, netball, choir.
- Most activities are free although some incur a small charge depending on whether they are led by an external company.
- Most lunchtime and after school clubs are targeted at a particular age group however all pupils within this group and encouraged to sign up and they will then be chosen on a first come first served basis.

How do you help children and young people to make friends?

- There are weekly PSHE sessions which regularly focus on the theme of friendship and 'Listening Circles' are conducted every three weeks - bringing together pupils of different ages and classes to discuss a whole school issue.



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- Pupils who have identified social need take part in interventions which enable the development of confidence and nurture a core group of 'friends' who will support the individual concerned.
- All adults on the playground support pupils with positive play and developing friendship and designated pupils also help with this where appropriate
- This is also the role of our Play Leader at Dinner time and our Learning Mentor at playtime

This document is contributing to the Wakefield Council Local Offer. A copy of the Council Local Offer is available at

<http://mylocaloffer.org/Wakefield>

SEND Information Report: Park Junior Academy's Local Offer will be reviewed annually to reflect the changing needs of the children who join and are developing in our school. Part of this review process will involve contributions from parents.



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Glossary of terms:

AR	Annual Review	All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.
ADHD/ ADD	Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	<p>ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms.</p> <p>Children with ADD/ADHD may be:</p> <p>Inattentive, hyperactive, and impulsive (the most common form)</p> <ul style="list-style-type: none"> • Inattentive, but not hyperactive or impulsive. • Hyperactive and impulsive, but able to pay attention.
	Assessment	This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important



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		<p>part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly.</p> <p>More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher.</p> <p>A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.</p>
	Asperger Syndrome	An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.
ASD	Autistic Spectrum Disorder	<p>Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment':</p> <p>Socialisation - poor social skills; Communication - difficulties with speech language and communication; Imagination - rigid thought and resistance to change.</p> <p>The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.</p>
	Clinical Psychologist	Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment.



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	Code of Practice	The SEND Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.
	Differentiation	Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.
	Differentiated Curriculum	A curriculum that is specially adapted to meet the special educational needs of individual children.
	Dyscalculia	Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	Dyslexia	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or



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		reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below
	Dyspraxia	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
EHCP	Education, Health and Care Plan	From 1 st September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEND. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Wakefield's Local Offer.
EP	Educational Psychologist	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEND. They may perform assessments of children with SEND and produce a report as part of the statutory assessment.
	Exam Special Arrangements	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.



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	Exam Special Concessions	Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.
	Governors	Each school has a board of <i>Governors</i> that is responsible to parents, funders and the community for making sure the school provides a good quality education.
HI	Hearing Impairment	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum
	Inclusion	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.
OPP	One Page Profile	A OPP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs and disability (SEND). It is not a legal requirement for your child to have and OPP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. A OPP should be reviewed regularly and at least



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		twice a year. If there is no OPP the school should have another method of recording how it is meeting your child's SEND.
LD	Learning Difficulties	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
	Learning Mentors	Learning Mentors work with school pupils students to help them address barriers to learning and improve achievement. The work they do depends on the priorities of the school they work in but can include running after-school clubs, anti-bullying programmes or helping young people to revise.
LA	Local Authority/ Council	Each council has an LEA. The LEA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Wakefield, the LEA is combined with the children's social services departments and is known as Family Services. Family Services have the same responsibilities for educational provision for children with special educational needs as LEAs.
MLD	Moderate Learning Difficulties	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.



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	National Curriculum	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	National Curriculum Inclusion Statement	A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed.
	OFSTED	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.
	Personalised Learning	Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability
	Phonics	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
	Phonological Difficulties	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.



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PD	Physical Difficulty	<p>There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEND. It depends on the impact the condition has on their educational needs.</p> <p>There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.</p>
	Physiotherapists	<p>Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.</p>
	Responsible Person	<p>The person (either the headteacher/deputy headteacher, chair of the governing body or SEND Governor), who has responsibility for making sure that staff know about a child's special educational needs</p>



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SENCO	Special Educational Needs Co-Ordinator	A Special Educational Needs Co-ordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEND provision within his or her school. The SENCO and your child's teacher/s should work together to plan how his/her needs should be met.
SENDIASS	SENDIASS Officer	Special Educational Needs Disability Information Advice Support Service (SENDIASS) provides impartial advice and information to parents whose children have special educational needs. The service offers neutral and factual support on all aspects of the SEND framework to help parents play an active and informed role in their child's education. More information can be found at http://wakefield.mylocaloffer.org/Home
	Special Educational Provision	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
SpLD	Specific Learning Difficulties	See Dyslexia, Dyscalculia and Dyspraxia above.
SEND	Special Educational Needs and Disability	Children with special educational needs and disability have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have an SEN at some point in their school career.
	Special Educational Needs and	See 'Code of Practice' above.



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	Disability (SEND) Code of Practice	
	Statement of Special Educational Needs	The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known as 'statutory assessment'. Only those children with the most severe, complex and persistent SEND will need a Statement. From September 1 st 2104, no new statements will be written. Instead a new document - an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced.
	Statutory Assessment	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.
TAs	Teaching Assistants	Almost all schools now employ teaching assistants to support whole classes, small groups or individual pupils. Educational support assistants (ESA) support a child with special needs.



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	Transition	Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.
	Transition Plan	If your child has a statement of SEN that has not yet been converted in to an Education, Health and Care Plan (EHCP), the annual review in year 5 (and any subsequent annual reviews until the young person leaves school) must include the drawing up and subsequent review of a Transition Plan for secondary school.
VI	Visual Impairment	Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.