

School Offer

School Name: Banstead Community Junior School

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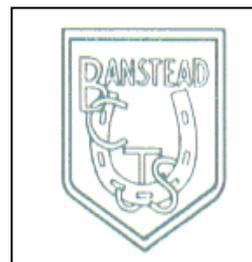
Email: inclusion@bcjs.org.uk

Website: www.bcjs.org.uk

Head teacher: Mr Steven Scott

Inclusion Manager: Miss Kate Wood

**Date finalised: December 2014. Revised October 2015. Revised January 2017.
Revised February 2018. Revised November 2018. Revised November 2019.
Revised September 2020.**



	Question	Response
1	How does the school know if children need extra help, and what should I do if I think my child may have special educational needs?	<p>When children are transferring to Banstead Community Junior School from another school setting; strong links with local feeder schools are very important.</p> <p>We are in regular contact with our feeder schools throughout the year. Prior to transfer into Year 3, our Inclusion Manager meets with the SENCOs from these schools to discuss the needs of children on the SEN Register. This ensures that their areas of need are clear, and enables some forward thinking in terms of the support they may require.</p> <p>In the case of children transferring from other areas, we endeavour to get in touch with a child's previous school to ascertain any special needs they may require support with in school.</p> <p>Pupil progress is monitored termly by our Class Teachers, Assessment Co-ordinator (our Head Teacher) and Inclusion Team. Class Teachers are confident in flagging up concerns at the early stages so that additional support may be offered when required. Teacher concerns are taken directly to our Inclusion Manager and discussed. A range of school-based strategies to support children are available, and often these are very effective in enabling most children to achieve in line with their peers.</p>

		<p>If a pupil struggles to make progress over time, there may then be a need to discuss next steps in provision with parents/carers with further assessment to pinpoint a child's area of need. Following this, we may offer extra support within school perhaps in the form of targeted intervention groups. At this stage, parents/carers would be invited into school for a meeting. All children monitored on the school's SEN Register have a termly Support Plan, which gives details of any provision that is different from or additional to those provided as part of the school's differentiated curriculum. These plans are written on a termly basis and provision is reviewed to ensure maximum impact for our pupils. Parents receive copies of plans each term, and shall also be sent copies of termly reviews.</p> <p>If parents/carers have any concerns regarding the learning of their children, we operate an open-door policy. Class Teachers are available to discuss concerns, as is our Inclusion Manager. Appointments can be arranged at mutually convenient times across the week.</p>
2	How will the school staff support my child?	<p>This is dependent upon the level of support required by individual children.</p> <p>Support group schedules are set up at the start of every school year to match the needs of the children on roll. These groups are regularly reviewed throughout the school year, and may vary in line with the current SEN profiles and needs of our children.</p> <p>Early assessment of English and mathematics, by qualified, specialist support teachers enables children to be placed in our targeted English or numeracy support groups should they require this. These groups are usually of about 14 children. The ratio of adults to children is dependent upon how many children are allocated Learning Support Assistants.</p> <p>Literacy support principally follows the Ruth Miskin 'Read Write Inc' programme to target key reading and writing skills.</p>

		<p>Mathematics support focuses upon acquiring key skills and basic mathematical concepts. Both are planned for and taught by qualified, specialist teachers.</p> <p>We also provide small intervention groups in social skills; self-esteem; 'Right Choices' (for behaviour support); 'Jump Ahead' (for motor / co-ordination difficulties) ; spelling; 1:1 or small group reading boosters; nurture groups and a lunchtime 'Fun Club' (for children who may be vulnerable on the playground). Groups offered year-on-year depend on the current needs of pupils in the school.</p>
3	How will the curriculum be matched to my child's needs?	<p>The National Curriculum is differentiated for children within class as standard, to provide appropriate curriculum access for all children.</p> <p>Access to the curriculum may be provided in a variety of ways, be it through a range of different tasks; additional resources / apparatus; extra time to complete; support from an adult; group work; talking partners and so on.</p>
4	How will I know how my child is doing and how will you help me to support my child's learning?	<p>We run regularly scheduled parent consultation meetings to keep parents/carers informed about their child's progress within school. In addition, Target Cards are sent home twice per year to provide feedback regarding effort and achievement in key curriculum areas. A formal school report is sent home near to the end of each academic year.</p> <p>Should it be necessary between these, additional meetings can be arranged with Class Teachers and our Inclusion Manager at mutually convenient times.</p> <p>If a child is on our SEND Register, their parents/carers are welcome to meet our Inclusion Manager during parent consultations to discuss their progress and talk about what the school is providing.</p> <p>Letters will be sent home when children are allocated places in one (or more) of our support groups, which will explain the nature of group intervention and how long they will run for.</p>

		<p>All support group feedback is monitored and evaluated by our Inclusion Manager to ensure maximum impact for the children involved.</p> <p>Our open-door policy is crucial in enabling parents to provide support at home. The Support Plan for children requiring provision that is different from or additional to that provided as part of the school's differentiated curriculum will be sent home to parents on a termly basis. Reviews of plans shall also be sent home when completed.</p>
5	<p>What support will there be for my child's overall well-being?</p>	<p>We offer a full 'Life Skills' programme, which gives children a weekly session to discuss and learn about social, health, safety and emotional issues.</p> <p>Positive relationships are forged between our children and staff, so that children feel confident in knowing they can talk to someone if they need to. There is good liaison between school staff and outside agencies (if required) to build up a team around the child and share important information.</p> <p>All parents/carers have access to our Home-School Link Worker (Mrs Danbury), should they choose to take advantage of this facility: her role is to act as a liaison between our school and life outside school. She also possesses counselling skills to support any pupils who require emotional support, and is allocated time to do this on a weekly basis.</p> <p>We also benefit from a weekly visit from a qualified counsellor, who is able to give more comprehensive emotional support. This, of course, would follow discussion with parents/carers and written consent.</p>
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>We liaise with Surrey's 'Multi-Professional Team', which offers a full range of support services and advisors. Should there be concerns over a child's learning that we needed support in addressing within school, we would submit a referral to one of these agencies, who would then visit to advise us. Included are: Occupational Therapists; Educational Psychologists; Physiotherapists; Behaviour Support; Language and Learning Support; Speech and Language Therapists; Physical and Sensory Support; Child and</p>

		<p>Adolescent Mental Health Services; Targeted Mental Health in Schools.</p> <p>Please see Surrey County Council's Local Offer (www.surreylocaloffer.org.uk) for a directory of services commissioned to support schools.</p>
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7	<p>What training are the staff supporting children with SEND had or are having?</p>	<p>Our Inclusion Manager has completed the National Award for Special Educational Needs Coordination with the University of Canterbury. This ran over ten months, and is a study at Masters Level. All school SENCOs must now possess this award.</p> <p>Our Literacy Support Teacher is fully trained and experienced in delivering the 'Read Write Inc' programme (Ruth Miskin Literacy), which has a proven evidence base in contributing to very good progress for children with additional Literacy needs.</p> <p>Learning Support Assistants (LSAs) are offered specific training related to the needs of the children they work alongside. Recent courses include: Downs Syndrome Training; Elklan ASC (Autistic Spectrum Condition) Training; Attachment Training; Dyscalculia Training; Precision Teaching Input; Support for Children with Speech Difficulties; Multi-Agency Public Protection Training.</p> <p>The Inclusion Manager provides all teaching and learning support staff with an Inclusion Handbook with strategies to support children with high-incidence SEN. There are also files of information provided to all staff regarding less common SEN, which is updated accordingly with up to date guidance.</p>
8	<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>Advice from specialists is taken on board so that the school can make reasonable curricular changes/adaptations for children with specific needs.</p> <p>Before trips are carried out, risk assessments and accessibility arrangements are carefully considered.</p> <p>For mobility impaired children, arrangements are made in advance, so that they can have</p>

		as much access to the full experience as possible.
9	How accessible is the school environment?	<p>We have two main buildings. Our newer building (finished in 2012) has been built to recent legal specification, with ramped access throughout and a lift to the first floor. The ICT Suite, Library, Art and Practical rooms are all housed in this building, which makes the full curriculum accessible to all learners.</p> <p>Our older building offers ramps to main entrances and exits, and a chair lift down to the hall/dining area.</p>
10	How will the school prepare and support my child to join the school; transfer to a new setting / school / college or the next stage of education and life?	<p>Links with other local schools are very good.</p> <p>When children prepare to join us in Year 3, we team up with our main feeder school to engage in buddy reading and have a transition day so that children meet their new class teacher in advance. If a child has an EHCP (Education, Health and Care Plan), LSA support is arranged in advance and there is an opportunity for them to begin working together before the child's transfer to us.</p> <p>When leaving us at the end of Key Stage 2, the majority of our Year 6 pupils move on to The Beacon Secondary School. Certain children may feel a little more uneasy than others during this time, so benefit from the 'Moving On' programme to aid this transition.</p>
11	How are the school's resources allocated and matched to children's special educational needs?	<p>Many children with Special Educational Needs prefer to learn through visual and practical ways. Practical resources are stored in specially allocated SEND teaching spaces, so are available during every support session.</p> <p>Some resources are specific to certain children and are accessed frequently, so are therefore available in classroom spaces too.</p> <p>For children with an EHCP, their LSA will have a bank of resources and activities to support that child's area(s) of need.</p> <p>Resources and learning materials are allocated depending on individual needs; which includes the purchase of specialist equipment where necessary.</p>
12	How is the decision made about what type and how	Every child is different; therefore support groups and interventions are offered to target

	<p>much support my child will receive?</p>	<p>their particular needs. Levels of support work on a graduated response in line with Surrey guidelines. Surrey Graduated Response</p> <p>Upon entering our school, assessment data is received from our feeder schools, along with notes regarding individual children who find certain aspects of learning difficult. Our own assessments are carried out regularly and used to inform children's strengths and next steps for learning.</p> <p>Candidates for support groups are identified by Class Teachers and discussed with the Inclusion Manager. Our specialist SEND English and mathematics teachers may carry out further assessment.</p> <p>According to the SEND Code of Practice and placement on the SEND Register, parents are always kept informed of the school's decision to support their child. This is usually a step taken following substantial communication between home and school where there have been concerns over a child's progress over time. This level of support is referred to as 'School SEND Support'.</p> <p>For some children in need of additional support, further specialist assessment may be required and referral to one or more of the agencies detailed above in Question 10. Children accessing this would still be referred to as requiring 'School SEND Support'.</p> <p>We will always keep parents/carers informed and will seek permission before referring for outside agency advice.</p> <p>For a small number of pupils, much more intensive support is required if a child has complex needs. They may enter Year 3 at BCJS already in possession of an EHCP, which provides legal entitlement to specialist support from outside agencies and allocated time for 1:1 adult support and small group work. If a child does not already have an EHCP upon entry, but the school and parents/carers agree that the child meets criteria for statutory assessment, parents/carers will be invited to meet with the Inclusion Manager to discuss the prospect of</p>
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		<p>making an application for an EHCP. Although it is most commonplace for schools to make EHCP Applications, parents can also do so. Surrey EHCP Information</p> <p>The level and type of support required at any stage is carefully matched with each child's needs.</p>
13	Who can I contact for further information?	<p>Inclusion Manager / SENCo: Miss Kate Wood</p> <p>SEN Administrator: Mrs J Hockey</p> <p>01737 351788</p>

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

14	<p>Is there any additional provision you have developed during the year?</p>	<p>We continue to train our staff in line with the range of SEND we currently have within our school cohort: be it through sharing ideas/expertise; visits to other settings; training courses or visits from advisory teachers/professionals.</p> <p>We have had considerable advice from the Physical and Sensory Support and Moving and Handling Services over the recent years to provide training to support children with mobility impairments. There are facilities to accommodate a hoist, which better equips our mobility supportive toilet / changing area.</p> <p>In the past, we have benefited of advice and training support from our dual placement partner school, Ingfield Manor. This is a Scope school for children with specific physical impairments and additional learning needs.</p> <p>BCJS engaged with the Surrey SEND EASEL Project from September 2016 (Everyone A Successful and Effective Learner). This focuses upon whole school inclusion and strengthening the Quality First Teaching approach across the school. This has included refresher training around communication and interaction and differentiation in the classroom.</p>
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