SHADSWORTH JUNIOR SCHOOL SEN INFORMATION REPORT

SEPTEMBER 2026-2027

1. What kinds of special educational needs do we make provision for in our school?
Shadsworth Junior School is a two form entry school which caters for pupils aged 7 to 11 years. Shadsworth Junior School is committed to an inclusive education for all pupils and aims to provide a learning environment which is flexible enough to meet the needs of all pupils of our school community. The school has been awarded the Inclusion Quality mark and has 'Flag Ship' status.

2. How does our school know if your child needs extra help?
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At Shadsworth Junior School we know when pupils need help if: • concerns are raised by their class teacher, parent or the child • limited progress is being made (pupil progress meetings take place once a term so that class teachers have the opportunity to discuss all pupil data with SLT) • there is a change in the pupils behaviour The SENCo may use a variety of assessments for any pupils who are giving concern in relation to their progress. These include: CTOPP assessment, YARC-reading assessment, Sandwell maths assessment, Single Word Spelling test, BPVS, Ravens. The SEN toolkit assessments are used as a tool to monitor the progress of some SEND pupils and provides a means of measuring attainment.

3. Who can you speak to at our school if you think your child may have special educational needs?

If you have any concerns about your child, you can come and discuss them at any time. You can talk to any of the following people:-

Your child's class teacher
Our special educational needs co-ordinator /inclusion manager – Mrs Wilkinson
Headteacher – Mr Howarth
Deputy Headteacher – Mr Hewitt

4. How do we know what progress your child is making and how will we keep you informed?

Monitoring progress is an integral part of teaching and leadership with Shadsworth Junior School. Termly pupil progress meetings provide an opportunity for staff to review the impact and need for interventions in relation to all pupils as and when necessary. We follow the 'assess, plan, do review' model. Progress data for all learners is collated by the whole school and monitored by staff, the Headteacher and Governors.

Our open door policy provides parents with the opportunity for discussion face to face or on the telephone. We hold parent's evenings each term and weekly celebration assemblies. Children who are receiving targeted learning support have their own learning targets on an Individual Education Plan (IEP) that they are working towards and these are discussed at termly review meetings with parents.

5. How will our school support your child and how will the teaching be adapted to meet their needs?

We are committed to giving your child every opportunity to achieve. We do this through our curriculum that is adapted by the class teacher to support the specific needs of your child. If appropriate, your child will be given an IEP which will detail how the curriculum will be tailored and the support, adaptations and aids that will be provided. These targets are shared and discussed with both children and parents. There is a section on the IEP for pupils to say what is important to them.

We are a fully inclusive school that takes reasonable action to ensure that your child can access all learning opportunities. For further details of how we do this, please look at our SEN policy which is published on our website.

In school we have two SEND provisions which cater for a small number of pupils. They are known as the Forest Room, (for years three and four) and the Hive (for years five and six.) These provisions are over seen and monitored by the school SENCO. The children have their reading, writing and maths lessons in these provisions. The curriculum in the Forest Room also closely follows the topics covered in science, history and geography but is adapted to meet the individual learning needs of the pupils. Pupils access these provisions on a part-time basis and have regular sessions with their peers for all other foundation subjects. They also take part in whole school events, class trips and experiences with their class.

6. How are decisions made about the type and how much support my child will receive?

Shadsworth Junior School has a budget for SEN which is allocated each financial year. This money is used to provide additional support or resources identified in their IEP. Additional provision will be made available if reviews and assessments identify that your child is not making progress.

The types of support available may include additional support from a teaching assistant, specialist input from professionals such as an educational psychologist, the Inclusion Support Service, specialist software for use on laptops, ipads or other alternative recording devices.

If, through discussion with yourself, the SENCO and other staff in our school, it is agreed that the school cannot meet your child's needs through existing resources, an application may be made to the local authority for an Education Health Care Plan. This process can be found on the local offer website.

7. How will our school help you to support your child's learning?

We actively encourage you as a parent to be involved with your child's learning. The class teacher may suggest ways of how you can support your child alongside homework activities. If outside agencies or the Educational Psychologist has been involved, suggestions and programs of study that can be used at home may be provided.

Parents are asked to respond to their child's reading by writing comments in their home/school book.

8.	What specialist services and expertise are available or accessible through our school?

We work closely with and have access to the following agencies to support your child's needs:-

- Therapy services including physiotherapy, occupational therapy and speech and language
- Advisory teachers within the inclusion support service
- Educational Psychology Team
- SEN Team
- Social Services
- Child and Adolescent Mental Health Services (ELCAS)
- Parent Partnership
- Familywise
- School nurse

9.	How are the staff in school supported to work with children with special educational needs and what training do they have?

We have an extensive programme of training and development available in our school for both teaching and support staff. Our SENCO, Mrs Wilkinson holds the National Award for Special Educational Needs Co-ordination Qualification. All staff undertake training in relation to safeguarding and disability awareness. Our school ELSA (Emotional Literacy Support Assistants) has specialist training in supporting behaviour management and language and communication difficulties. We also have a teaching assistant who supports children with speech and language difficulties, alongside a speech therapist who works in school every Thursday.

10.	How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?

Activities and school trips are available to all children in our school and full details are available on our website. A risk assessment will be carried out with you and procedures put in place to ensure that your child can participate.

We have a weekly enrichment activities, led by teaching staff, which all children are encouraged to attend. Children also have the option to attend music and sport activities.

11.	How will our school support your child's overall wellbeing?

The well-being of your child is central to the ethos of our school, our open door policy and proactive approach to dealing with any concerns or issues that your child is facing enables Shadsworth Juniors to provide a happy, safe and caring environment. The emotional well-being of your child is extremely important to us and our Pupil Well-being Co-ordinator, Mr Mooney is there to provide help and support to both you and your child.

We have Mrs Bolton, our Emotional Literacy Support Assistant (ELSA) and Mr Amoruso, our thrive practitioner, who provide additional support for pupil's well-being in school. Mrs Bolton is based in lower juniors and Mr Amoruso in upper juniors. Mrs Bolton also runs our school walking bus every morning for pupils who are identified as having attendance related difficulties.

If your child has a medical need then a care plan will be prepared in consultation with you and the appropriate medical practitioners. In order to keep us informed of your child's medical needs, contact Mrs McAulay. All support staff are trained in first aid. All our policies in relation to the well-being of your child are available on our website.

12.	How accessible is our school both indoors and outdoors for children with special educational needs?
	Our school is fully accessible with dedicated disabled parking bays and a ramp to access the school. We have specialist changing facilities and toilets. Full details are available in our accessibility policy (attached).

13.	How will our school prepare and support your child when joining our school and when transferring to a new school? (Regulation 12)
	We will arrange for your child to attend a number of introductory events at our school. These will include activity days where your child can meet their class teacher and other children who will be starting school at the same time. During the summer term, while your child is in Year 2, we invite the parents of new pupils to our open evening here during the summer term, that you can attend with your child. There are additional transition visits in small groups, which take place during the school day, for any children who it is felt would benefit. We have developed excellent relationships with local high schools and special schools in our area. Your child will have the opportunity to visit their new school and meet their new teacher on various occasions. We will ensure that all the relevant information about your child's needs is discussed at a transition review meeting and all the appropriate records are forwarded to the new school. School will organise additional transition visits with the high schools for any children who it is felt need it.

14. Who can you contact for further information? (Regulations 9 and 13)
If you have concerns relating to the school provision, please speak to the Head Teacher – Mr Howarth or SENCO – Mrs Wilkinson. The formal complaints procedure can be accessed on our website. Our Governing Body has a designated SEN Governor, Susan Parkinson, responsible for reviewing practice and supporting the SENCO. Blackburn with Darwen's local offer sets out a range of support and services available to you and your child. This can be accessed at www.bwd-localoffer.org.uk