



Southbourne Junior School

SEND Information Report January 2024

At Southbourne Junior School, *together we achieve...*

P.R.I.D.E.

Perseverance, Respect, Independence, Discovery, Enthusiasm'

Perseverance - We show perseverance in all aspects of our learning showing positivity, determination and resilience

Respect - We respect ourselves, others and the community, gaining trust and responsibilities on our continuing journey

Independence - We develop independence through a nurturing environment which provides us with the confidence and self-esteem to challenge ourselves

Discovery - We use discovery, creativity and collaboration to enhance our learning and to grow an enquiring mind

Enthusiasm - We demonstrate enthusiasm for all aspects of school life that instills us with a passion for lifelong learning

This is the Local Offer, supporting children with Special Educational Needs or Disabilities at Southbourne Junior School, 2024. This forms part of the West Sussex Local Offer www.westsussex.local-offer.org/

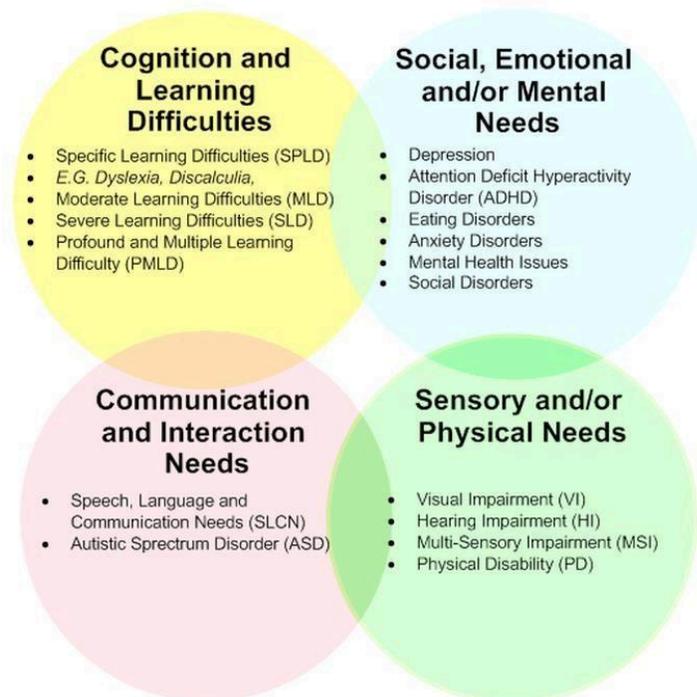


Contents	Page
What should I do if I think my child may have special educational needs?	3
How does Southbourne Junior School know if children need extra help? 4 areas of need Staff contact details	4-5
How is the decision made about how much support my child will receive? <ul style="list-style-type: none">• Cause for concern referral• Ordinarily Available Inclusive Practice and the SEN register	6
How will the curriculum be matched to my child's needs? Curriculum planning included adapted teaching and targeted support SEN Support- Learning Passports and Individual Support Plans Education Health and Care Plans	7-10
How does the school review the effectiveness of the provision made for pupils with SEND? <ul style="list-style-type: none">• The Graduated approach- 'Assess Plan Do Review' cycle	11
How will my child be included in activities outside the classroom? Outdoor learning Swimming School trips	12
What support will there be for my child's overall well-being? Wellbeing in the curriculum Learning Mentor Children with medical needs Safeguarding	13-14
What specialist services and expertise are available at or accessed by the school? West Sussex Local Authority Teams Family Support Health services	15-16
Parent Carer Partnership- How will I know how Southbourne Junior School supports my child? How will I know how my child is doing? How will I be involved in discussions about and planning for my child's education? How will you help me to support my child's learning?	17

How will the school prepare and support my child when joining Southbourne Junior School or transferring to the next stage of education or life? Moving from Southbourne Infant School Transfers from other schools Moving up to secondary school	18- 19
What training are the staff supporting children with SEND had or are having?	20
How accessible is the school environment?	21
How are the school's resources allocated and matched to children's special educational needs?	21
What do I do if I have a complaint?	22
Who can I contact for further information?	23

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

Special Educational Needs are grouped into 4 categories:



These needs may be identified by a parent carer, school staff, other professionals working with the family or the pupil themselves.

If you are concerned that your child may have special educational needs, the following people at Southbourne Junior School can advise and support you:

Who?	How to contact
<p>Class teachers</p>	<p>Available at the end of the school day for a 'check in' . For conversations which require more time or privacy please contact the office: Telephone: 01243 375878 Email: office@southbournejuniors.co.uk</p>
<p>SEND Coordinator and Inclusion Lead (SENDCO) Mrs Emily Cowdry.</p>	<div style="display: flex; align-items: center;">  <div> <p>All parent carers can contact our SENDCO with concerns related to special educational needs. Telephone: 01243 375878 Email: senco@southbournejuniors.co.uk</p> </div> </div>
<p>School Senior Leadership Team</p>	<p>Available at the beginning and end of the school day to offer advice and support.</p>
<p>Headteacher, Mrs Louise Gasser</p>	<p>The headteacher has overall responsibility for SEND at our school. Parent carers can contact Mrs Gasser via the school office Telephone: 01243 375878 Email: office@southbournejuniors.co.uk</p>

How does Southbourne Junior School know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parent carers, teachers, TAs, the pupil's previous school or healthcare professional
- There is lack of progress identified through regular assessment & monitoring
- There is a change in the pupil's behaviour or attitude
- A pupil asks for help or there is a drop in self-esteem and confidence

Pupil Progress Meetings are held 3 times a year between the class teacher, Senior Leadership Team and SENDCo to discuss the progress of the children in their class. This shared discussion highlights pupils who are not making adequate progress so that further support can be implemented

The initial stage when a child is in need of additional support will involve the completion of a 'Cause for Concern' referral form:

Pupil information

Cause for Concern

Name of child / young person	Date of referral
Date of birth	Name of referrer
Name of school / setting- Southbourne Junior School	Class

Section 1: to be completed by the teacher if a child or young person's progress is cause for concern and needs regular support that is beyond quality first teaching and different from their peers.

My Personal Profile

My name: _____ I like to be called: _____ Today's date: _____

What can I do well? •	What do I need help with? •	How best to support, communicate and work well with me? •
What do I like and what makes me happy? •	What's important for me now? •	What's important for me in the future (my aspirations)? •

Assess

My Strengths and Areas of Need

My Strengths
My Areas of Need
Circle: Cognition and Learning Communication and Interaction SEMH Sensory and Physical

The Pupil's views on their aspirations, strengths, barriers to learning and how best to help them.

Teacher Assessments of Progress and Attainment													
	End of Year 2	End of Year 3	End of Year 4	End of Year 5	Current Year Autumn			Current Year Spring			Current Year Summer		
	TA	TA			TA	SS	Progress	TA	SS	Progress	TA	SS	Progress
Reading													
Writing													
G&P													
Spelling													
Maths													
Plan, Do, Review: Cycle 1 for completion by class teacher													
My Support Plan													
Pupil Name –					Date –		Plan number – 1						
					Year Group and Term –								
Strategies and support in place					Review date		Staff Progress review – what has gone well? Additional barriers identified?						
Child or young person's view of progress:													
Parent / Carer view of progress: <i>When was most recent communication? What was discussed? Please confirm that you have parental consent for this referral</i>													

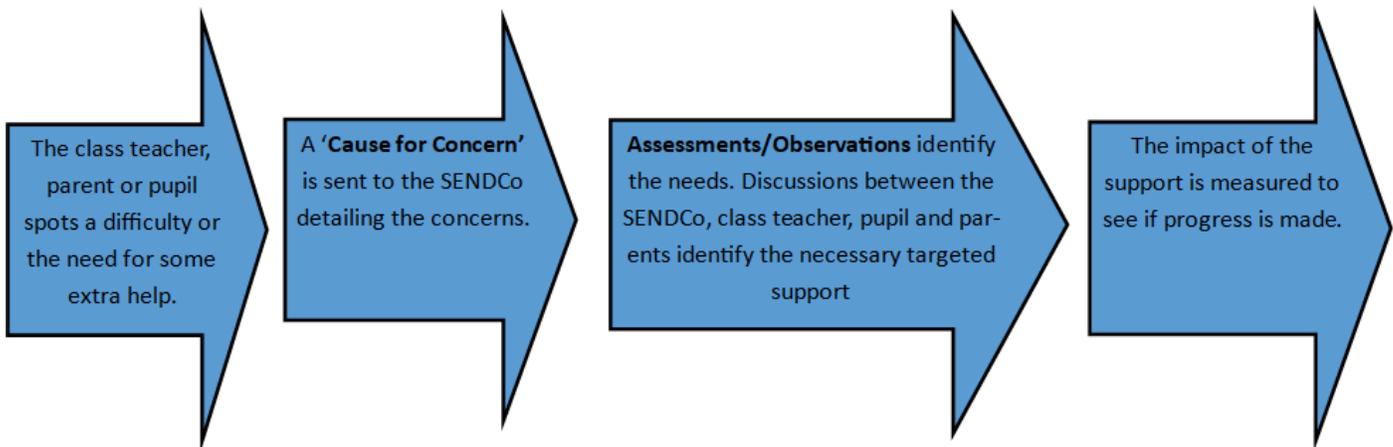
Teacher assessment information over time.

The teacher's plan for **adaptive teaching** or **targeted support** to help the pupil make progress.

Parent/Carer views

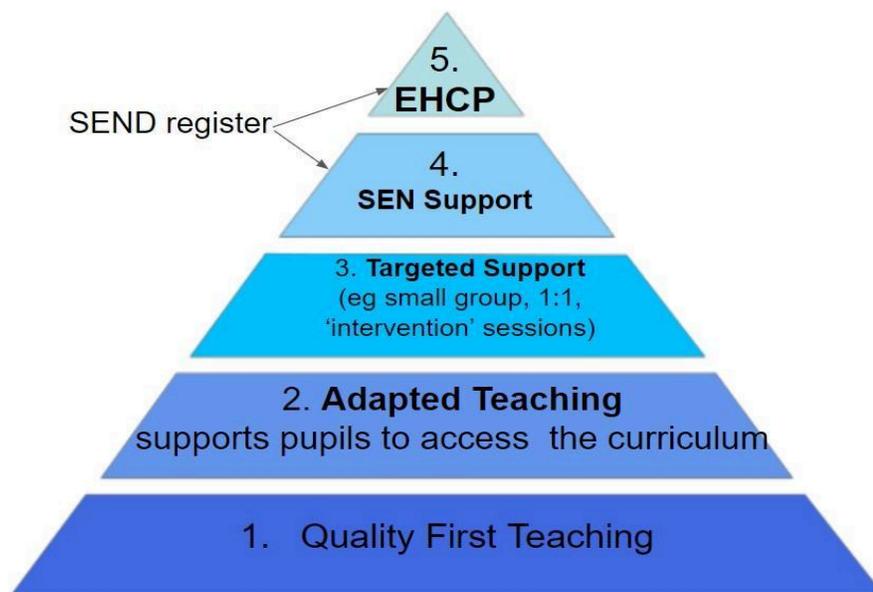
After the **adaptive teaching** and **targeted support** has been in place for at least 6 weeks the impact of the support is measured and next steps are decided. Pupils and parent carers are involved in all steps of these decisions.

If no progress has been made, the SENDCo or the class teacher will discuss with the pupil and parents or carers any changes which need to be made to the support. If longer-term interventions, high levels of personalised support or help from outside agencies is needed to help them to make progress, the pupil may be placed on the **SEN register**.



How is the decision made about how much support my child will receive?

Children and young people will progress at different rates and will learn in different ways. When they start at Southbourne Junior School, every child's needs are carefully assessed, including assessments made by the previous schools. Within the school, pupils are continually assessed both formally and through informal observations to identify their strengths and any gaps in learning. Teachers, in consultation with the SENDCo then evaluate the level of support required to help the pupil make progress.



1. Most children will make progress and fill these gaps in learning through evidence-based **quality first teaching** approaches, which are available to all pupils at Southbourne Junior School.
2. Some children may need **adapted teaching** within the classroom to help them access the curriculum. This may be different resources, apparatus, pre-teaching or an adult-led group.
3. Some gaps in knowledge require **targeted support**. This may be an 'intervention programme', led by a teacher or teaching assistant in addition to their curriculum learning in the classroom.
4. Sometimes, pupils may need longer-term interventions, higher levels of personalised support or help from outside agencies to help them to make progress. In this case, the SENDCo contacts parents carers to discuss adding their child to the SEN register, identifying them as receiving **SEN Support**.
5. If a child or young person has been receiving SEN support for a while and isn't making the progress, or requires very high levels of specialist, personalised support or care, the school and parent carer will request an assessment to see whether an **Education, Health and Care Plan (EHCP)** is needed.

How will the curriculum be matched to my child's needs?

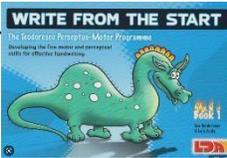
When a child is on the SEN Register, the class teacher will plan to adapt the curriculum using the 'Assess, Plan, Do, Review' cycle each term. If the child is on the SEN register, these cycles are recorded on the pupil's Individual Support Plan and Learning Passport (see below).

Curriculum planning

All children learn in different ways and different curriculum subject require specific considerations. Subject leaders and the SENDCo provide class teachers with subject-specific guidance about how to adapt each area of the curriculum for different needs. Teachers' planning includes details of the pupil's prior and future learning journey as well as the adaptive teaching strategies needed to ensure all pupils can achieve. **Adapted teaching** in the curriculum can include

- Learning activities which support different learning styles and preferences
- Allocated adult support in a small focussed group to target specific needs
- Additional resources or equipment
- Use of pre teaching of key vocabulary or concepts and opportunities to revisit and 'overlearn'
- Specialist equipment to help access e.g. writing slopes, adapted seating, pencil grips or technology.

Targeted support can include evidence based 'intervention programmes'. Support is planned to happen in class where possible. However, out of class adult-led interventions are used when class based learning cannot fill the specific learning gap, such as the ones below.

<p>English and Maths:</p> <ul style="list-style-type: none"> ● Precision Teaching ● Paired Reading ● Little Wandle Catch Up ● Write from the Start 	  	 <p>Number Stacks - Making sense of Numbers -</p>
<p>Emotional Literacy Support (Learning Mentor)</p> <ul style="list-style-type: none"> ● Unstuck and On Target ● ASPENS 'All About Me' programmes ● Winston's Wish bereavement support ● Lego Therapy <p> Talk (weaving, art, beads etc)</p>	<p>Developing wider skills</p> <ul style="list-style-type: none"> ● Jump Ahead: Fine and gross motor skills ● Fizzy Funky Fingers: fine motor skills ● Memory Magic ● Speech and Language Therapy programmes ● Occupational Therapy programmes ● Physiotherapy programmes ● Dance and Movement Therapy 	

SEN Support- Individual Support Plan

For every child on the SEN register, teachers complete cycles of 'Assess, Plan, Do, Review' each term. This is recorded on the pupil's **Individual Support Plan (ISP)** along with historic support information (including from previous schools), assessments and any other important information.

Assess

Teacher Assessments of Progress and Attainment

	End of Year 2	End of Year 3	End of Year 4	End of Year 5	Year 6 Autumn			Year 6 Spring			Year 6 Summer		
	TA	TA			TA	SS	Progress	TA	SS	Progress	TA	SS	Progress
Reading													
Writing													
G&P													
Spelling													
Maths													

Specialist and Standardised Assessment Data (all ages)

Area Assessed	Previous Results			Current Results		
	Assessment Used	Date and APDR Cycle	Raw Score, Percentile, Standardised score	Assessment Used	Date and APDR Cycle	Raw Score, Percentile, Standardised score
<i>e.g. Reading Accuracy, sensory needs, receptive/expressive</i>						

Plan, Do, Review template for completion by SENCo

My Termly Support Plans

Pupil Name –		Date –	Plan number – 3
Termly targets, based on my areas of need		Year Group and Term –	Staff Progress review – what has gone well? Additional barriers identified?
Strategies and support in place		Review date	
SMART TARGET 1			
SMART TARGET 2			
SMART TARGET 3			
SMART TARGET 4			
Child or young person's view of progress:			
Parent / Carer view of progress:			

Teacher review of the impact of support.

Pupil and parent carer review of support.

SEN Support- Learning Passports

All pupils on the SEND register have a **Learning Passport** informed by their Individual Support Plan and accessible daily in class. This includes:

 **My Learning Passport** 

Name: _____ Year group: _____

What do I like and what makes me happy?	What can I do well?
What is important to me now?	What is important to me in the future (my aspirations)?
What do I need help with?	

Front cover recording a discussion between the class teacher and the pupil. This discussion occurs termly (3x per year) and the front cover is updated to reflect any changes.

This page includes the pupil's own aspirations, strengths, difficulties, how they prefer to be supported and how they prefer to communicate.

Parent Carer Learning Passport contribution. Parent carers are given the opportunity to update this contribution termly (3x per year), identifying their aspirations for their child, strengths, areas of difficulty and how they would like them to be supported.

 **Parent and carer contribution to Learning Passport** 

My Child's Name: _____ Year group: _____

What does my child like? What makes them happy?	What do I hope they will be able to achieve by the end of the 2022-23 school year?
What can my child do well?	What do they need help with?
What is the best way to communicate, support and work with my child?	
Anything else I feel their new teacher should know:	

My Targets _____ Term 2022/23

Name: _____

Target: _____

What I think:  _____  _____ 

What my teacher thinks:  _____  _____ 

Target: _____

What I think:  _____  _____ 

What my teacher thinks:  _____  _____ 

Target: _____

What I think:  _____  _____ 

What my teacher thinks:  _____  _____ 

SMART Targets, set in discussion between the class teacher and pupil. These are set at the start of each term and progress towards the targets is reviewed by both teacher and pupil.

- S=Specific
- M=Measurable
- A=Achievable
- R=Relevant
- T=Timely

Education Health and Care Plans

If a child or young person has been receiving SEN support for an extended period and isn't making the progress, the school and parent carer may consider requesting an assessment to see whether an Education, Health and Care Plan is needed.

Requesting an Education Health and Care Needs Assessment

The Education, Health & Care Needs Assessment (“EHCNA”) is the first step to getting an Education, Health & Care Plan (“EHCP”). It is an assessment of a child’s or young person’s education, health and care needs. It is a legal process and as such there are statutory processes and timescales that the local authority must meet in making their decisions.

The SENDCo works with parents to compile the necessary evidence to request the local authority assess a pupil’s level of need. When considering a request, the Local Authority will expect to see evidence of any progress that has been made, and that the setting has done everything they can to help your child or young person. Parent carer and pupil views are central to this request.

Please note: an EHC needs assessment will not always lead to an EHC plan. Even if an EHC plan is not agreed, the assessment would mean that there should be a much clearer understanding of your child’s or young person’s needs.

Education Health and Care Plan

An Education, Health and Care Plan (“EHCP” or “EHC plan”) is a legal document which identifies educational, health and social care needs and sets out the additional support (“provision”) required to meet those needs. It is written and maintained by your child’s or young person’s local authority (“LA”). The purpose of the plan is to make special educational provision to meet the special educational needs of the, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person’s special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person’s needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person’s needs and support the achievement of the agreed outcomes”.

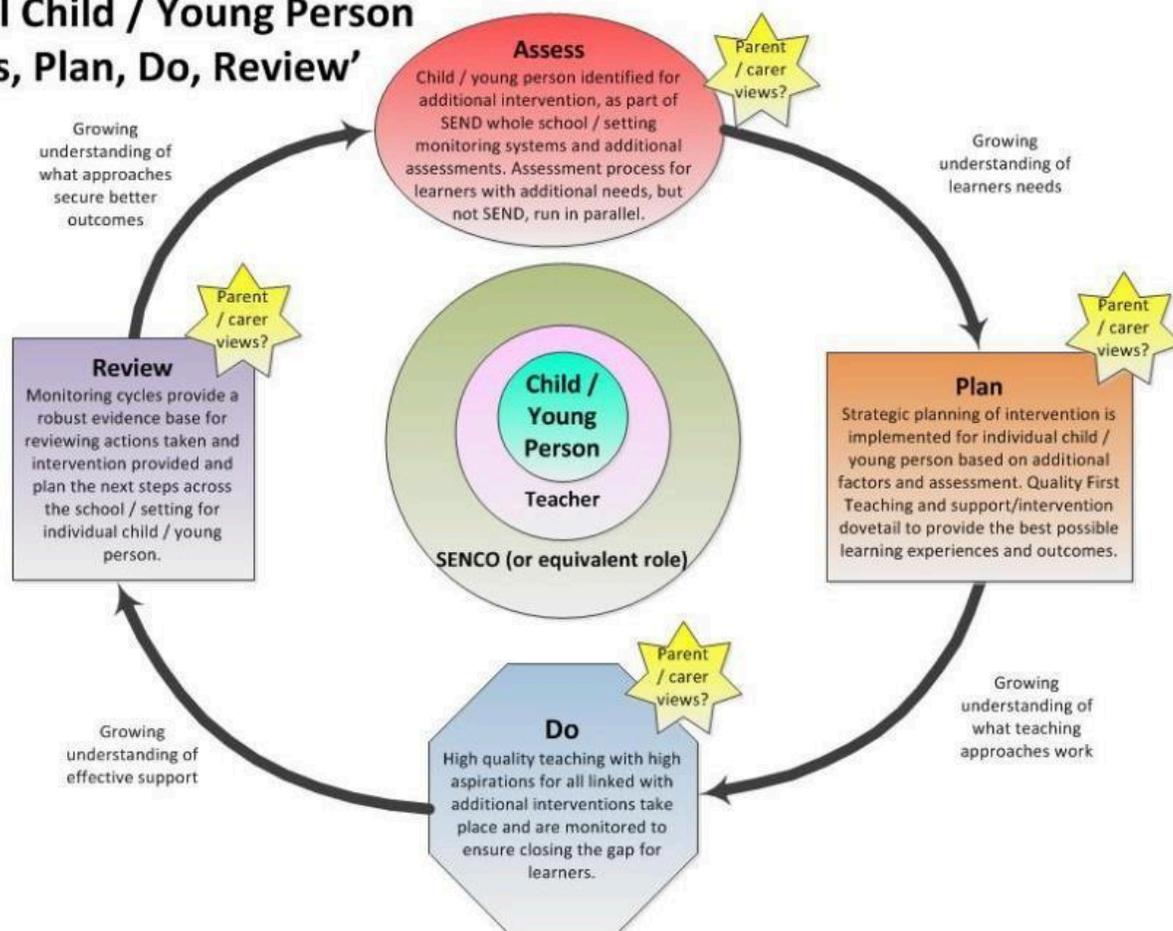
Annual Reviews of EHC Plans

An Annual Review is a yearly review of a child or young person’s EHC Plan. This review gives opportunity for all the people involved with the child or young person, to look at how they are progressing towards their outcomes and longer terms aspirations specified in the EHC Plan. It is also a chance to consider whether these outcomes and supporting targets remain appropriate. Although it states ‘annual’, it should happen as a minimum every 12 months and there may be situations where this needs to happen more frequently

How does the school review the effectiveness of the provision made for pupils with SEND?

Southbourne Junior School uses a ‘**Graduated Approach**’ to SEN provision. This means school staff are continuously reviewing how effective provision has been and how it can be adapted to help the pupil achieve. Teachers complete this cycle each term, recording on the pupil’s **Individual Support Plan** and **Learning Passport**.

Individual Child / Young Person ‘Assess, Plan, Do, Review’



1. **Assess** – we assess the pupil's needs; listening to the views of the pupil and their parent carers and other professionals as we do so.
2. **Plan** - the teacher and our SENDCO will plan the support needed, involving the pupil and their parent carer. They will think about the pupil's strengths and weaknesses and how best to help them. A review date will be agreed, this is normally the end of the current term.
3. **Do** – the class teacher, supported by teaching assistants and external specialists, will deliver the planned support advised and monitored by the SENDCo.
4. **Review** – everyone, including the pupil and their parent carer will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

How will my child be included in activities outside the classroom including school trips?

We plan learning experiences outside the classroom which provide effective learning opportunities challenges for all learners, responding to diverse learning needs and overcoming potential barriers to participation.



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intervention
risk assessed
ed.

m at a local swimming pool. This is done at the pupils' own pace starting from their current ability, even if they have never swum before. Class teachers are always willing to discuss parent carer concerns prior to swimming lessons. The SENDCo works with class teachers to ensure necessary adaptations are made, if needed, for pupils on the SEN register.



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

The safety and well-being of our children is central to all we do at Southbourne Junior School. We strive to create an environment where children know they are safe, valued and respected and in which they feel confident to take appropriate risks in order to achieve.

Wellbeing in the curriculum

Children are encouraged to talk about their worries and feelings through PSHE or circle time and other appropriate opportunities for discussion. All pupils are taught about the Zones of Regulation, encouraging them to identify their emotions and empowering them to self-regulate.

Class-based staff continually monitor pupils’ wellbeing and seek further information from the pupil, parent carers, the school SENDCO, Senior Leaders or colleagues if needed.

The **ZONES** of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control



Learning Mentor Ms Louise George

Our Learning Mentor is available for pupils identified by staff and parent carers as needing emotional and wellbeing support for a specific time period. Ms George delivers support, in groups or 1:1, in our dedicated Cabin and sensory garden. Support includes ASPENS ‘All About Me’, Winston’s Wish bereavement counseling, social skills games clubs, therapeutic approaches such as drawing & talking and Lego therapy

Children with medical needs

Referrals can be made to the School Nursing service through the school.

Care Plans are written with the School Nurse, staff and parents for children with identified medical needs. All staff receive training for administering auto injectors delivered by the School Nurse as required.

Where necessary and in agreement with parent carers, medicines are administered in school but only when a medical form is signed to ensure the safety of both child and staff member. (See Medicines in School Policy)



Safeguarding

Our designated safeguarding lead is Mrs Louise Gasser (Headteacher).

Our deputy designated safeguarding leads are

Miss Karen Lowery (Assistant Headteacher)

Mrs Cowdry (SENDCo)

Ms George (Learning Mentor)

Our Chair of Governors, Mr Richard Heath is our safeguarding governor.

There are clear procedures of which all staff are aware, to ensure any concerns are passed on and recorded appropriately. If you have any concerns about the safety or welfare of a child please contact one of our Safeguarding Leads.

The Governors of Southbourne Junior School are responsible for monitoring Safeguarding and Child Protection procedures. They are also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central Record.

If you are worried about the safety of a child please visit the **West Sussex Safeguarding Children Partnership** www.westsussexscp.org.uk or speak to one of our safeguarding leads.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their specialist expertise. The agencies used by the Southbourne Junior School include:

West Sussex Local Authority Education Teams

- **West Sussex Learning and Behaviour Advisory Team (LBAT)** Advisors who work directly with schools offering consultation and training in all areas relating to learning and behaviour. They advise the SENDCo and class teachers where difficulties in these areas may be impacting on pupils making progress.
- **West Sussex Autism and Social Communication Team (ASCT)** Advisors who work with schools and families to promote the educational, social and emotional development of children and young people with social communication needs including autism.
- **Educational Psychology Service** promotes educational, social and emotional development so that young people can reach their full potential. This service also conducts assessments for Education, Health and Care Plans.
- **Sensory Support Team** for children with visual or hearing needs.
- **Ethnic Minority and Traveler Achievement Service (EMTAS)** Service supporting Traveler families and for children with, English as an Additional Language
- **Youth Emotional Support (YES)** Wellbeing support for young people age 11-18
- **Fair Access, Intensive Planning Team and Alternative Provision College** support pupils who are at risk of permanent exclusion.

Family Support

- **Early Help Service and Children's Social Care** (either West Sussex or Hampshire depending on where a family lives) offers support for parents and carers. Southbourne Junior School can refer families to Early Help for information, advice and guidance. They offer information about local services, support and events for children and young people aged 0-25 years with special educational needs or disabilities (SEND). They also provide parenting support programmes, either 1-1 or in a group. Social Services
- **Young Carers** support children and young people under 18 years old, who look after a member of the family who is sick, disabled, has mental health problems or is misusing drugs or alcohol.
- **Winston's Wish** bereavement support for children

Health

- **Speech and Language Therapy (SALT)** supports children and young people aged 0 to 16 years old with speech, language and communication (and/or swallowing) difficulties. Southbourne Junior School works with Speech and Language Therapists to deliver and review intervention programmes for individual children.
- **Occupational Therapy Service (OT)** Provide assessment and therapy to help children develop life skills and increase their participation in school. They work with children who have a variety of difficulties including developmental delay, learning difficulties, physical difficulties, sensory or coordination problems. They can help children develop play and self care skills such as dressing, eating and drinking, washing and toileting,

fine motor and coordination skills.

- **Physiotherapy Service** deliver exercise and support programmes for children with acute or long term conditions.
- **School Nursing Service** provide support or guidance about children's health and development. The service provided to each family will vary according to a personalised assessment of their own needs. The school nursing team can refer your child to a range of other services. This may include support on growth, weight, eating and healthy lifestyles, sleep, dental and oral care, immunisations, developmental concerns, continence issues, emotional and mental wellbeing and young carers.
- **Chichester Child Development Centre (CDC)** staffed by a team of various health staff dedicated to the assessment and treatment of children with developmental and special needs. Southbourne Junior School can refer children to CDC for assessment, which may include investigation, diagnosis and treatment and early intervention based on a child and family's individual needs.
- **Children and Adolescent Mental Health Service (CAMHS)** CAMHS provide specialist NHS services and support to children, young people, families and carers who are experiencing difficulties with their emotional, psychological and mental health. Southbourne Junior School can refer pupils to the CAMHS diagnostic pathway for support to build their own skills, achieve their potential and be able to get the most out of their life.

Parent Carer Partnership

How will I know how Southbourne Junior School supports my child?

There are regular opportunities to discuss your child's progress and the support they receive:

- Parent Consultation Evenings - parent carers have the option of a an individual meeting with the classteacher, a joint meeting with SENDCo and class teacher or arranging separate 1:1 meetings with the SENDCo and class teacher. If a child is on the SEN Register, you will be shown their Learning Passport to discuss their support
- Informal 'catch ups' before and after school: class teachers and members of the school leadership team are available at this time.
- Class teachers or the SENDCo may contact parent to arrange additional meeting throughout the year to discuss their child's support and its impact.
- Parent carers can also arrange additional meetings with class teachers and the SENDCo by contacting the school office

How will I know how my child is doing?

You will be able to discuss your child's progress at Parent Consultation Evenings and other meetings as detailed above. The end of year report also gives details of your child's progress and attainment across the curriculum.

How will I be involved in discussions about and planning for my child's education?

All parent carers are encouraged to contribute to their child's education by

Attending Parent Consultation Evenings

Attending additional meetings offered by classteachers, SENDCo or outside agencies to discuss their child's progress.

Informing the school of any concerns they have about their child.

Parent carers of pupils on the SEN register are also involved in planning for their child's education by

Returning their contribution to their child's Learning Passport, sent out 3 times each year.

Parent carers of pupils with an EHCP will also be invited to contribute towards and

How will you help me to support my child's learning?

- Throughout the year we hold workshops and meetings for parents on how the children learn in school and how you can support them at home. If your child has a Learning Passport, strategies for you to support at home can be discussed during Parent Consultations.
- The SENDCo is available to meet with you to discuss how to support your child.
- If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.
- The SENDCo provide a monthly 'SEND and Inclusion Newsletter', which focuses on how parent carers can support their child.

How will the school prepare and support my child when joining Southbourne Junior School or transferring to the next stage of education or life?

At Southbourne Junior School we understand that moving schools can be a challenging. We work hard to make children's transition to be as smooth as possible.

Moving from Southbourne Infant School

Being next door, we have very close links with Southbourne Infant School. Year 2 teachers meet with Year 3 teachers to share information about all pupil's academic progress and any potential barriers to learning.

If children are on the SEN register, the SENCO from the Infant School meets with Mrs Cowdry (Southbourne Junior School SENDCo and Inclusion lead) to share their current support, relevant assessment information and to ensure that as much as possible is kept the same to help pupils move between schools. Where possible Mrs Cowdry attends Year 2 Annual Review meetings for pupils with an EHCP. If meeting with other agencies or professionals are booked, Mrs Cowdry may be able to attend these too.

All pupils take part in multiple transition activities, including short visits to eat lunch or watch performances and longer class-based sessions. These visits aim to help children feel comfortable in their new environment and more familiar with new routines and expectations.

Pupils on the SEN register will also receive a 'Transition Pack' from the SENDCo. This includes photos of their new class, play areas, lunch hall and toilet arrangements. Many parents find this useful to refer to throughout the summer holiday to answer any pupil questions.

For children who have a very high level of need, Individual Transition Plans will be created in consultation with pupils and their parent carer.

Transfers from other schools

Pupils joining from a Key Stage 1 setting other than Southbourne Infant School are invited to join as many of the transition activities above as practical.

If a pupil joins us outside of Year 2 transfer parent carers are encouraged to bring their child for a school tour. A plan for transition, including a visit day to meet their class, will then be arranged. The SENDCo is always happy to meet with parent carers prior to their child joining the school to share concerns or pass information about specialist support or agencies already involved.

When any new pupil is on the SEN Register, Mrs Cowdry contacts the SENCO at the previous school to discuss the pupil's support.

Moving up to secondary school

All children in Year 6 receive a program of transition support as part of the PSHE curriculum. There are also visits in the summer term from secondary school staff to meet pupils in their current school. Different secondary schools set their own transition arrangements but these generally include

- At least 1 full day transition visit

- Information forms for each pupil completed by class teachers (and SENDCo for pupils on the SEN register)

- Meetings between Southbourne Junior School's SENDCo and a member of the secondary school SEN team to discuss individual pupil support.

For more information about transition to specific settings, please contact the secondary school.

What training are the staff supporting children with SEND had or are having?

All of our staff are learners too! They have a plan of training to continue their professional development aimed at improving the teaching and learning of children, including those with SEND. Training may be 'in-house' or from outside agency personnel. We assess the training needs for all staff taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses the specific needs of children in any particular cohort.

Recent staff training

Autism in Schools Project

All staff completed training delivered by the West Sussex Autism and Social Communication Team to improve their knowledge of autism and how to support pupils with autism or social communication needs. This training covered

- Understanding and accepting autism
- Sensory differences
- Emotional and sensory regulation



Following this training and monitoring to check it was implemented across the school, we were awarded the **Silver Autism Awareness Award** in September 2022.

Understanding and responding to behaviour

Delivered by the West Sussex Learning Behaviour Advisory Team, this training supported staff in recognising the triggers for particular behaviour and how to de-escalate and support pupils in finding positive alternatives.

- The SENCOs of each school in the locality meet together each term to share good practice.
- The school has had training in Autism Awareness, specific literacy difficulties including Dyslexia, working Memory and Language Friendly classrooms. We are currently involved in the West Sussex Inclusion Project and the Autism in Schools project.

Little Wandle Phonics

This year, all class based staff have received training to deliver Little Wandle Catch up Phonics support. Our School Led Tutor for Catch Up phonics uses the Little Wandle systemic synthetic phonics scheme to support pupils 1:1 with their phonics understanding. This is enhanced with phonics support in class or small groups to ensure children make accelerated progress in reading.



Safeguarding

Our staff have safeguarding training throughout the year to ensure. There are clear procedures of which all staff are aware, to ensure any concerns are passed on and recorded appropriately.

How accessible is the school environment?

Our school building is on one level and is internally accessible to wheelchair users. There is level access through the main entrance. For further information, please refer to our Accessibility Plan on the school website.

In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the Accessibility Plan and all other statutory policies as defined by the DfE.

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

The resources for all pupils are administered by the school Bursar, in line with the budget set by Head Teacher & Governing body. Targeted allocation of additional provision and resources for children with additional needs is allocated according to need.

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

What do I do if I have a complaint?

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's teacher. If the parents think that the child should be given more support, they should raise their concerns with the SENCo or the Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied, they may raise their concerns with the school's governor responsible for SEN.

If they do not think the issues or concerns have been dealt with fairly or efficiently and wish to complain, they can write to the Head Teacher of the school to see if they are able to resolve the matter, but a complaint may also be made in person or by telephone. It is preferable if this is attempted informally at first. If after communication with the Head Teacher, you are still not happy with the way your complaint has been dealt with, you would need to contact the Governing Body which has responsibility to address your complaint. The school will be able to provide you with the contact details of the person you would need to write to about your concerns (usually the Chair c/o the school). Again, if you felt you needed help in putting this letter together, the SEND Information, Advice and Support Service (contact details below) would be able to help you with this.

Parents may ask the Local Authority to conduct a statutory assessment of their child at any time. The Authority must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The Local Authority will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made. If the Local Authority makes a statutory assessment, but decides at the end of that process not to draw up an EHCP for the child, the parents again have the right to appeal to the SEN Tribunal.



Who can I contact for further information?

School staff are always the best starting point if you have concerns about your child or would like more information. See page 3 for contact details.

Who?	What can they offer me?	How to contact
West Sussex Local Offer	Support and advice for Parents carers about the services available in West Sussex	www.westsussex.local-offer.org
West Sussex SENDIAS SEND Information, Advice and Support Service	Impartial advice for parent carers of children with SEND.	Helpline: 0845 075 1008 Email: parent.partnership@westsussex.gov.uk
West Sussex Safeguarding Children Partnership	Contact if you are worried about the safety of a child.	www.westsussexscp.org.uk
School Nursing Team	Confidential advice and support on a wide range of issues: <ul style="list-style-type: none"> ● Behaviour ● Continence ● Emotional health ● Self-harm ● Sleep ● Minor accidents and illnesses 	Text the School Nursing Team on 07480635424
Early Help Hub	Family support and parenting advice regarding behaviour management, supporting children’s emotional resilience and implementing boundaries.	West Sussex Families Email: WSChildrensServices@westsussex.gov.uk Tel: 01403 229900
Barnardos Specialist Parenting Support Service	If you live in Hampshire, you can access the service for Family support and parenting advice regarding behaviour management, supporting children’s emotional resilience and implementing boundaries. <u>Service, contact details and the self-referral form are available here</u>	01489799178 Click here to Self-refer for support