



Southbourne Junior School SEND Information Report January 2022

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 instils us with a passion for lifelong learning

This is the Local Offer, supporting children with Special Educational Needs or Disabilities at Southbourne Junior School, 2022.

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

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, TAs, the pupil's previous school or healthcare professionals
- 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

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

- If you have concerns then contact your child's teacher, the Special Educational Needs Co-ordinator (SENCo) Mrs Emily Cowdry or the Headteacher Mrs Louise Gasser.

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

- Quality first Teaching for all and Ordinarily Available Inclusive Practice, including differentiation by outcome, adult support, resources, learning styles and strategies is vital.
- The initial stage when a child is in need of additional support will involve the completion of a 'Cause for Concern referral form' identifying what is working well/barriers to learning. Assessments will provide information about a child's performance and these will be discussed with parents.
- Parents will also be involved in discussions with school staff about any areas of concern.
- Pupil's intervention programmes will be planned by the class teacher with the support of the SENCo as appropriate. Plans will be targeted towards meeting the pupil's needs and recorded in a 'Learning Passport'. This may include additional support by the teacher or teaching assistant (TA) in class or a specific intervention carried out in pairs, small groups or 1:1.
- The length of time of the intervention will vary according to need but will generally be for 6 weeks or a term. The interventions will be regularly reviewed by all involved, including parents and pupils, to monitor impact and effective progress.
- In addition to this, there are three parent consultation meetings during the school year. For parents of children with additional needs, we also offer meetings to review targets and write revised plans.
- Pupil Progress Meetings are held 3 times a year. This is a meeting where the class teacher meets with the Head teacher and the SENCo to discuss the progress of the children in their class. This shared discussion will highlight any potential problems in order for further support to be planned and included in a provision map and Learning Passport.
- Sometimes a child may need more expert support from an outside agency such as the Speech and Language Therapist or the Occupational Therapy Service. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers and goals regularly reviewed.
- 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. 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.

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

Based on a range of assessments, additional support is provided within the school day. Interventions are monitored and reviewed termly by the SENCO and senior leadership team, with class teachers and teaching assistants so that a cycle of 'Assess, Plan, Do and Review' is established.

1. **Assess** – we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so
2. **Plan** - the teacher and our SENCO will plan the support needed, involving the pupil and their parents. A review date will be agreed
3. **Do** – our SENCO will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved
4. **Review** – everyone, including the pupil and their parents will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

Teachers complete an "Assess, Plan, Do, Review" each term in consultation with the SENCO for all pupils requiring SEN Support. These inform pupil's Learning Passports. Pupils' and parents' views are also sought in planning and reviewing Learning Passports so that school and home can work together to maximise learning.

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

- When a child has been identified as having additional needs, the class teacher will plan to adapt the curriculum appropriately.
- TAs may be allocated to work with the child 1:1 within a group or in a small focussed group to target more specific needs.
- Children may follow programmes devised by specialist external agencies such as the Educational Psychologist, Speech and Language Therapist or Occupational Therapist.
- If appropriate, specialist equipment may be provided for the child e.g. writing slopes, move and sit cushions, pencil grips or easy to use scissors.
- Although interventions are planned within the classroom as a priority, a wide range of out of class interventions are used in support when class based learning does not suit the needs of the child.

5. How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents Evenings. Appointments with the SENCO at Parents Evening are also offered
- Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.

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

All parents are encouraged to contribute to their child's education. This may be:

- Through discussions with the class teacher – our open door policy gives opportunities for informal discussion
- During parent consultation evenings and/or at additional meetings at least termly with Class Teacher/SENCo to review any targets.
- At Annual Review meetings if your child has an EHCP.
- By supporting children through specific activities agreed with school staff/outside agencies.
- Parents are encouraged to contribute to their child's Learning Passport.

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

- Learning Passports showing the planned provision will be shared and reviewed with parents and carers at least 3 times a year.
- Home school diaries can be used to exchange messages.
- If your child has a Learning Passport, strategies for you to support at home will be discussed and recorded.
- The SENCo is available to meet with you to discuss how to support your child.
- The child's Class Teacher will work closely with you on specific activities, alongside and in addition to the general 'homework' tasks.
- If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.
- 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.
- For children with EHCP's, Annual Review meetings are held to consider the impact of current provision and future plans.

6. What support will there be for my child's overall well-being?

The safety and well-being of our children is vital. We strive to create an environment where children know they are safe, valued and respected and in which they feel confident to take risks. The school offers a wide variety of pastoral support for children who are encountering emotional difficulties:

- Children are encouraged to talk about their worries and feelings through PSHE or circle time and other appropriate opportunities for discussion.
- Mrs Gasser (Headteacher) is our Designated Safeguarding Lead and there are clear procedures of which all staff are aware, to ensure any concerns are passed on and recorded appropriately.
- Our learning mentor is available for pupils identified by staff and parents as needing emotional support and well-being for a specific time period.

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 parents/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)

7. *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 more specialised expertise. The agencies used by the school include:

- Educational Psychology Service
- Sensory Support Team for children with visual or hearing needs.
- Speech and Language Therapy
- Occupational Therapy Service
- Physiotherapy Service
- Ethnic Minority Access Team (EMAT) for children with, English as an Additional Language, and Traveller families
- Inclusion Support Team
- Learning and Behaviour Advisory Team (LBAT)
- Autism and Social Communication advisory Team (ASCT)
- Children and Adolescent Mental Health Service (CAMHS)
- School Nursing Service
- Social Services
- Winston's Wish Charity
- Children's Social Care
- Early Help Service

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

- All staff are on a journey of continuing professional development aimed at improving the teaching and learning of children, including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, Dyslexia.
- Training may be 'in-house' or from outside agency personnel such as Speech and Language, Learning and Behaviour Support Team.
- 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.
- Whole staff training takes place to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.
- 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.

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

It is the school's policy to provide effective learning opportunities including the setting of suitable learning challenges, responding to diverse learning needs and overcoming potential barriers to learning.

- Risk assessments are carried out and procedures are put in place to enable all children to participate as fully as possible.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent or carer or a member of school staff will be asked to accompany the child during an activity/trip.

10. 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.

11. 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 stressful time and therefore many strategies are in place to enable children's transition to be as smooth as possible. These include:

- Transition meetings from the infant school to the juniors and from juniors to secondary.
- Individual Transition Plans for some children in addition to the plans in place for all children.
- Meetings between the previous or receiving schools, including multi agency meetings prior to the pupil joining/leaving, both for teaching staff and the SENCo.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Photo books including new staff and specific areas of the school can be useful in preparation for transition.
- The Headteacher or the SENCo are always happy to meet with parents/carers prior to their child joining the school to share concerns or pass information about specialist support or agencies already involved.
- Our SENCo liaises with the infant School SENCo to gather information regarding SEN pupils and with the local secondary school SENCos. Further transition visits are arranged if it is felt necessary.
- Where a pupil may have more specific needs, a separate meeting is arranged with our SENCo, the SENCo of the next school, the parents/carers and where appropriate, the pupil.

13. 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.

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

- When they start the school, every child's needs are carefully assessed, following discussion with the feeder schools, and made based on the ability of a child to access the curriculum and make progress.
- Within the school, after identifying strengths and gaps in learning through observations and assessments, the desired outcomes for the child is the starting point for making decisions about the types of support they will receive.
- The SENCo will work closely with you and all staff to discuss relevant interventions and an appropriate time scale in which to review their impact.
- We regularly assess the impact of any additional support and resources and report pupil's progress to parents.

13. 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.

14. Who can I contact for further information?

School staff can be contacted in the following ways.

Address: Southbourne Junior School, New Road, Emsworth, Hampshire, PO10 8JX.

Telephone: 01243 375878

Email: office@southbournejuniors.co.uk

SENCo, Mrs Emily Cowdry: senco@southbournejuniors.co.uk

Head Teacher, Mrs Louise Gasser: head@southbournejuniors.co.uk

Support and advice for Parents and carers is available on the West Sussex **Local Offer** website
<https://westsussex.local-offer.org>

Alternatively, contact the **West Sussex SEND Information, Advice and Support Service**.

Address: West Sussex SEND Information, Advice and Support Service, Oriel Lodge, West Street, Chichester,
West Sussex, PO19 1RZ

Helpline: 0845 075 1008

Email: parent.partnership@westsussex.gov.uk