

January 2023

## SEND and Inclusion Newsletter



Happy New Year, I hope you all had a restful holiday. In this month's SEND and Inclusion Newsletter I have given an overview of how Southbourne Junior School plan, implement and review the support offered to pupils. Many learners will require additional help at some time, not only those on the SEND register. My role is to support all parents and carers, whether or not their child has an identified special educational need or disability. Please do not hesitate to contact me if you wish to discuss your child's wellbeing or progress.



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### How is the decision made about what type and how much support my child will receive?

Teachers carry out regular assessments to monitor the progress the individuals in their class have made. Within the assessments teachers identify students who are making less than expected progress based on their age and circumstances. When class teachers have a concern about a child's progress or attainment they will discuss this with parents and plan any further support which may be needed.

The SENDCo works closely with class teachers and parents to discuss relevant support 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 during parent consultations and additional meetings when necessary. Desired outcomes for the individual child are always the starting point for making decisions about the types of support they will receive. Support at Southbourne Junior School includes:

#### Maths:

- Success@Arithmetic: Number Sense
- Success@Arithmetic: Calculation



#### Developing wider skills

- 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

#### English:

- Precision Teaching
- Paired Reading
- Little Wandle Phonics
- Write from the Start
- Nessy Reading and Spelling



#### Emotional Literacy Support (Learning Mentor)

- Unstuck and On Target
- ASPENS 'All About Me' programmes
- Winston's Wish bereavement support
- Lego Therapy
- Craft and Talk (weaving, art, beads etc)



## How are the school's resources allocated to benefit all learners?

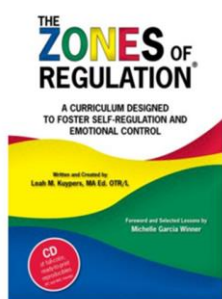
All staff at Southbourne Junior School implement the West Sussex 'Ordinarily Available Inclusive Practice' (OAIP) approach. This was initially introduced as part of the West Sussex Inclusion Project in 2021 and continues to be the basis of classroom provision across the school. OAIP is an expectation that resources are used to deliver effective strategies as part of good quality teaching and inclusive classroom practice for all. As it is available to all pupils, this effective practice benefits all learners. Further information about 'Ordinarily Available Inclusive Practice' (OAIP) can be found on the [West Sussex Local Offer website](#).

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

Most children and young people with special educational needs or disabilities will have needs that can be met by effective use of the resources that are already available in their mainstream school or setting. The SEND Code of Practice calls this 'ordinarily available' provision. At Southbourne Junior School, children on the SEND register have a Learning Passport which identifies the most effective 'ordinarily available' support for the pupil and any further personalised adaptations which are required. We ensure that resources and support are matched to children's needs using a termly cycle of 'Assess, Plan, Do, Review':

- 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 SENDCo plan the support needed. A review date is agreed.
- 3. Do** – The support is implemented with ongoing consideration of the pupil's strengths and weaknesses and how best to help them. During this time the teacher may be supported by teaching assistants or specialist external agencies.
- 4. Review** – everyone, including the pupil and their parents, decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

This support is reviewed termly by class teachers and the SENDCo. The pupils review their progress with their class teacher and discuss how effective their support is. Parents are also involved in this review process during parent consultations and when they complete their contributions to their child's Learning Passport.



### Zones of Regulation Update

A **parent guide to the Zones of Regulation** is now available in the [Parents tab of the school website](#).

### In the next SEND and Inclusion Newsletter

- How will school staff support my child?
- How will the curriculum be matched to my child's needs?
- How can I be involved?

