



December 2023

SEND and Inclusion Update



Supporting the families at Southbourne Junior School is a central part of creating an inclusive environment. On 7th of November we jointly hosted a 'Family Support Fair' at which parent carers could meet with professionals from a range of external organisations including

- Speech and Language Therapy (SALT)
- School Nursing Team
- West Sussex Learning Behaviour Advisory team (LBAT) & Autism and Social Communication Team (ASCT)
- Young Carers
- SEND Information & Advisory Service (SENDIAS)
- Reaching Families
- West Sussex SEN Assessment Team (SENAT)
- Early Help
- ASPENS
- West Sussex Parent Carer Forum
- Read Easy Chichester



I felt it was very successful and useful for us to reach more families in your areas.
-Exhibitor



It was great to see so many parent carers from Southbourne Junior School finding out about the services available in our local area. We had such positive feedback that a similar event will be planned for the Summer Term.

If you would like to find out about support available for your family before then, please do not hesitate to contact me:

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Email: senco@southbournejuniors.co.uk

What is inclusion?

Inclusion seeks to promote diversity, tolerance, respect, individuality and to eliminate underachievement, discrimination and marginalisation from all sectors of society.

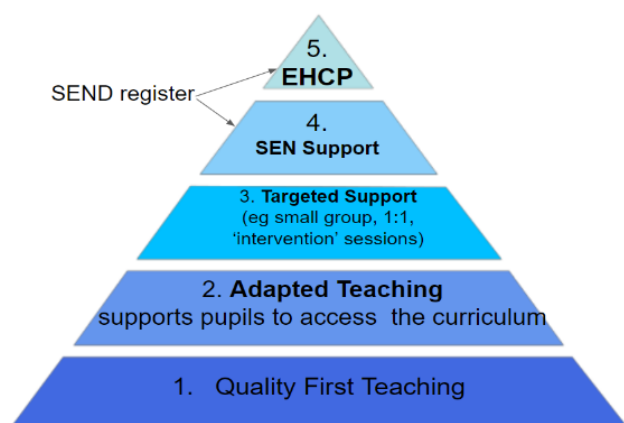
Inclusive education actively promotes the nurture, participation and achievement of all children and young people by proactively responding to their unique characteristics, strengths, needs, choices and aspirations.

What is the difference between inclusion and equality?

Equality means each individual or group of people is given the same resources or opportunities. An inclusive approach recognises that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome. This is also known as **equity**.



What does inclusion look like at Southbourne Junior School?



At Southbourne Junior School we offer different levels of support, resources and opportunities to help individual pupils achieve. This differs according to circumstances and needs demonstrated by the individual child.

The majority of pupils' needs will be met through '**Quality First Teaching**'. During their school journey, many children may need '**Adapted Teaching**' in class to help them to access the curriculum. For some pupils this may progress to more '**Targeted Support**' such as intervention groups.

If a child has an identified special educational need or has not made progress following adapted or targeted support, then they may be added to the school SEN register to receive '**SEN Support**', identifying more personalised provision. A very small number of children are issued with an **Educational Health Care Plan** by the local authority, which identifies the highly personalised level of support required.

The inclusive approach at Southbourne Junior School means that children's needs are identified and the support put in place is carefully chosen to help them to achieve. The support will differ between pupils and can include behavioural and emotional wellbeing interventions as well as learning.

We support all learners to recognise that different people face different challenges and therefore need different support. A key element of our Zones of Regulation approach is to recognise that challenge is something faced by everyone. Through this, our pupils recognise that equity means that everyone can aim high and that what 'works' for them may not 'work' for someone else.

As recognised in our OFSTED report "*pupils (are) individually supported. They thoughtfully appreciate that, sometimes, their classmates may need some additional support. This understanding means that pupils respect each other's differences.*" "*Leaders are determined that pupils with special educational needs and/or disabilities (SEND) have the same opportunities as their peers.*"