



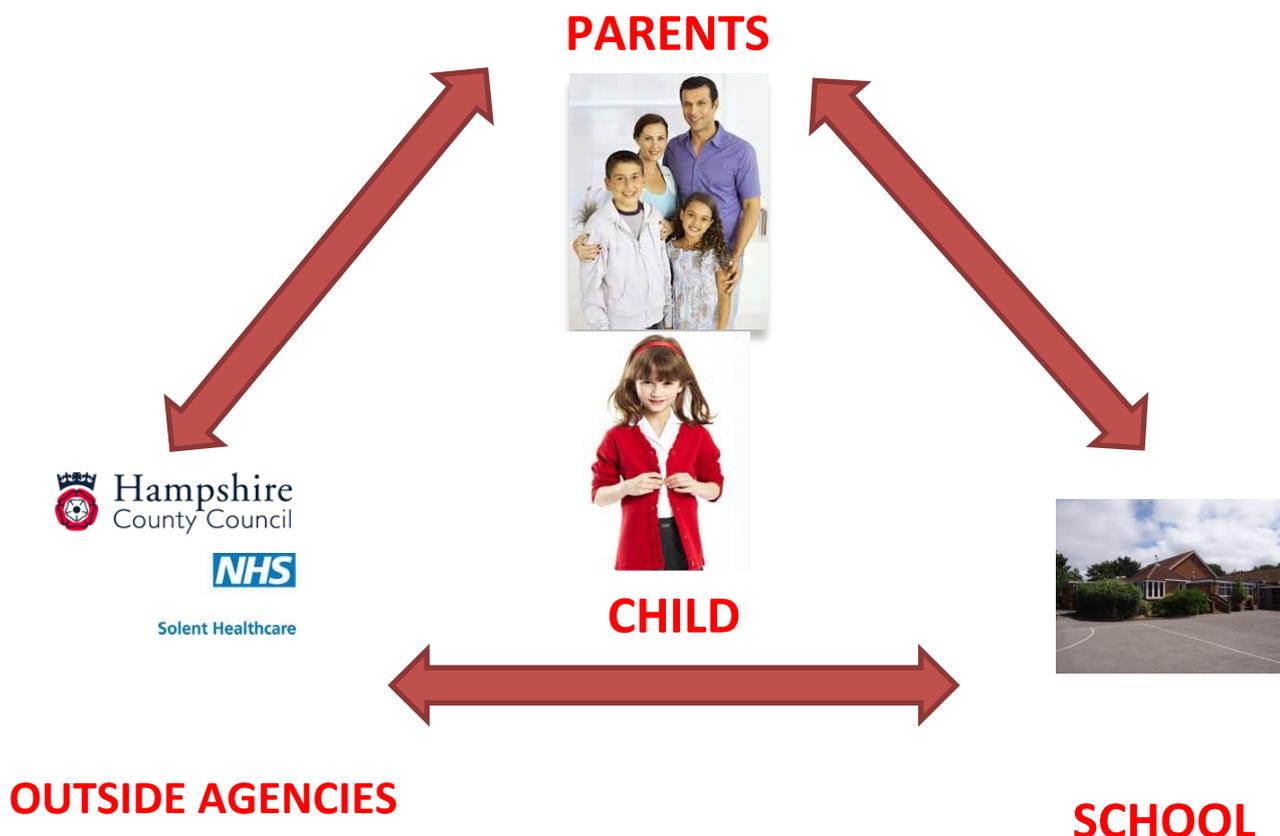
**Working and learning together for success**

**Sarisbury CE Junior School**

**Special Educational Needs Information Report**

*“Our vision at Sarisbury is to provide the best possible education for every child within a warm and caring Christian ethos. We are committed to ensuring equality of education and opportunity for all pupils and we believe that all pupils are entitled to a broad, balanced and relevant curriculum that is differentiated to meet their needs. We believe access to ‘high quality first teaching’ is paramount to all children reaching their full potential.”*

This Special Educational Needs and Disability (SEND) information report outlines how we as a mainstream junior school aim to support and include your child when additional support is needed.





### Working and learning together for success

## Sarisbury CE Junior School Special Educational Needs and Disability Information Report

### How does Sarisbury CE Junior School know if children need extra help and what should I do if I think my child may have Special Educational Needs?

At Sarisbury CE Junior School children are identified as having Special Educational Needs or a Disability through a variety of ways these include:

- Information received from Infant Schools/previous school
- Concerns raised by teacher or by a parent
- The child performing significantly below age related expectations, when measured against the national curriculum key performance indicators.
- Results from in-school screening or assessments
- A health diagnosis from a paediatrician or consultant
- Liaison with external agencies i.e. physical/auditory

### How will I raise concerns if I need to?

If you have any concern about your child's progress please come and speak to us. As a School, we pride ourselves on an open, honest and positive relationship with parents and we ask that you initially contact your child's class teacher who will pass on the information and concerns to the school's Special Educational Needs Co-ordinator (SENCo): **Mrs Rebecca Bleeck**. We will listen and discuss your concerns with you and may carrying out informal and formal assessments where necessary to help us understand more about where your child may have barriers to their learning progress. Working in partnership with you the school will assist in organising support from external agencies where appropriate.

### How will Sarisbury CE Junior School support my child's learning?

The schools SENCo oversees all support and progress of the children who require support that may be different from or additional to the broad range of support offered through teaching and learning in classrooms. The class teacher is responsible for the progress of **all** children in their class and they work in consultation with the SENCo when writing Personal learning plans which identify children's strengths, progress and interventions where appropriate, for all pupils who are identifies as having a special educational need. The Special Needs Code of Practice sets out clear guidelines and support when identifying pupils with special educational needs.

Special Educational Needs provision can be considered under these four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

The SENCo will liaise with class teachers; Learning Support Assistants (LSAs); parents and professionals working with your child. The SENCo reports to Governors about the progress and provision offered to pupils with special educational needs and shares new information relating to the area of SEND. All members of staff respect confidentiality and safeguarding concerns in school.

### **Who will oversee, plan and work with my child and how often?**

Class teachers are responsible for planning and teaching all children in their class ensuring they all have access to high quality inclusive teaching so that all pupils make progress including those with Special Educational Needs. Class teachers will ensure children's needs are supported fully throughout the curriculum. Under the direction of the class teacher a Learning Support Assistant (LSA) may work with your child either individually or as part of a group to assist them in their learning or to implement a specific targeted intervention programmes.

The SENCo oversees the range of support, provision and interventions for all pupils who have additional learning needs to ensure that they are achieving. The SENCo will also support teachers in planning for and teaching pupils with Special Educational needs.

A Personal learning plan is written and reviewed up to six times a year for all pupils; these identify children's strengths, progress and specific targets or intervention for areas of need. This may also outline class based support being used to ensure children maintain progress.

These interventions and support will be recorded on a provision map and their effectiveness is reviewed regularly by the SENCo. Pupils' progress is reviewed at least termly and information from these meetings highlights how further support could be planned.

Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychologist, Speech and Language Therapist etc. A referral will be made, with your consent 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.

If a child requires a significant amount of additional support to allow them to access the curriculum as a school we may apply for additional funding to support your child. In order to do this your child would need to meet the criteria set out in the Special Educational Needs code of practice. This funding, Special Educational Needs Support Agreement (SENSA funding), will allow the school to tailor a curriculum to meet your child's needs and provide additional adult resources to support your child. Following this SENSA funding it may be necessary to apply for statutory support for your child to allow for their needs to continue to be supported or at the point of transition. This would be done when your child meets the criteria set out in the Special Educational Needs code of practice with the advice and guidance of the school Educational Psychologist. In this case your child may be given an Educational Health and Care plan that would support their needs until the age of 25 years. These EHCPs are reviewed annually to ensure that targets are met and relevant to support your child on their educational journey.

### **Who will explain this to me?**

The class teacher will share Personal learning plans with you at least termly and if needed the SENCo and class teacher will meet with you more regularly to discuss and review individual targets and progress. Liaison with support assistants takes place informally at convenient times. Meetings with parents and professionals may be held at any time as needed.

### How are the governors involved? What are their responsibilities?

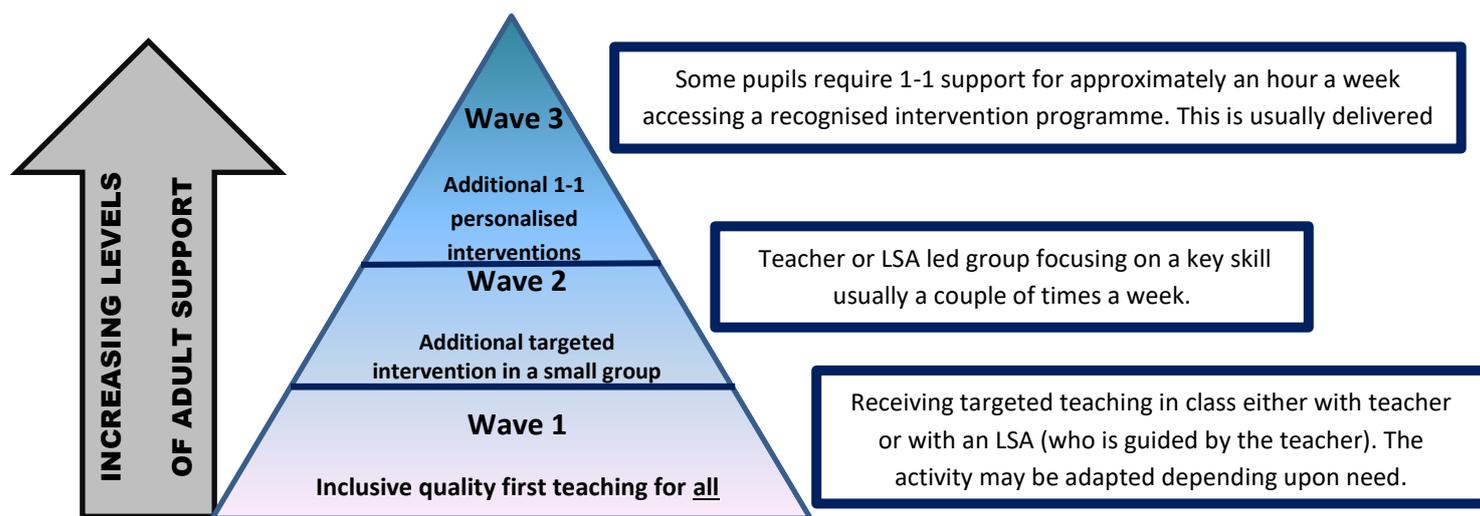
Our nominated SEND governor is **Mrs Marisa Lamb**. The SENCo meets with the governor responsible for SEND regularly and produces a report which outlines all areas of SEND. The SEND Governor shares updates on SEND regularly at governor meetings.

Each term the governors receive a report that informs them about the progress of children with Special Educational Needs or Disabilities; this report does not refer to individual children and confidentiality is maintained. The governors maintain an overview of the allocation of resources ensuring there is effective provision for all pupils with additional learning needs.

### How will the curriculum be matched to my child's needs and what are the school's approaches to differentiation?

When planning the curriculum teachers need to consider an appropriate match of task to all children's strengths and confidences.

There are three layers of support for SEND:



Appropriate match maybe through the type of activity or the resources required by the child to complete the task. If applicable, specialist equipment will be provided for a pupil. LSAs can be allocated to work with the pupil in a 1-1 or in a small focus group to target more specific curriculum needs.

When a pupil has been identified with Special Education Needs or a Disability their work will be pitched appropriately to allow them to achieve the learning objectives which will enable them to access the curriculum.

### How will I know how well my child is doing? How will Sarisbury CE Junior School help me to support my child's learning?

We offer an open-door policy where you are welcome to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can use to support your child at home.

The school holds parents' evenings twice a year where teachers will share with parents and the child their progress using the schools 'steps to success', which outlines the progress the child has made; and where they are working in relation to age related expectations for their year group, as well as targets for their learning. Parents also receive an annual report written by the class teacher. If a child on the SEND register has received support for an intervention from an LSA throughout the year, parents will also receive a summary report on their progress.

We track children's progress in learning (from entry at Yr3 through to YR6) against National age-related expectations, using: teacher assessment; statutory tests in Yr6 and assessments of reading and spelling ages.

Through effective communication between yourselves, teachers, across our learning support team and the SENCo we aim to ensure a continuity of care within the year and at points of transition.

### **How are the school's resources allocated and matched to the children with Special Educational Needs?**

The SEND budget is allocated each financial year, and through the governing body SEND finances are monitored and reviewed regularly. The money is used to provide additional support or resources dependent upon need. Resources may include deployment of staff depending on individual circumstances.

The SENCo constantly audits the provision and resources available to support SEND and produces an SEND action plan annually. Some of the budget may be used to fulfil targets on the action plan.

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

Pupils' progress is actively tracked and reviewed termly and the SENCo discusses the progress of children with Special Educational Needs with each Year Team regularly. These discussions review a child's needs; what level of support would be appropriate and the type of intervention the child will receive. This information is shared with you on the Personal learning plan

Different children will require different levels of support to accelerate progress and bridge the gap to achieve age related expectations.

When pupils have to sit end of key stage Statutory Assessments, careful planning is undertaken by the Year 6 team to ensure that all pupils are prepared for the tests and they follow the national guidelines that outlines the additional support that can be put in place for pupils with Special Educational Needs or Disabilities. This may involve the use of a reader, scribe or the allocation of extra time.

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

We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations. Along with our open-door policy parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- attending parents' evening
- discussions with the SENCo or external agencies
- supporting Individual learning plan targets at home.

Parents can comment on the day-to-day running of the school through an annual questionnaire and a parental forum.

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

As a caring school, we believe that children's self-esteem and well-being is paramount in their education.

The class teacher has overall responsibility for the pastoral, medical and social care of each child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further support and advice. Where appropriate the school works closely alongside outside agencies such as Health and Social Services or the Behaviour Support Team.

The school has a highly experienced and well-trained ELSA (Emotional Literacy Support Assistant) and Family link worker who works under the direction of the SENCo with vulnerable children. The emotional support they receive is dependent upon need, and its impact on the child's well-being is reviewed regularly.

**How does the school manage the administration of medicines?**

Staff receive training for certain medical conditions when required and if a child has a medical condition a care plan is compiled with support from the school nurse and this is shared with all staff who work with the pupil. The school produces a directory of all children with medical conditions and health care recommendations for all staff. This directory is updated regularly to ensure continuity of care.

At all times, there will be a qualified first aider on site and staff receive emergency first aid training at regular intervals.

Parents need to contact the school office if Health Professionals recommend medication to be taken during the school day as it can only be administered after a medical form has been signed and received by the school office. On a day to day basis the Admin Staff generally oversee the administration of any medicines.

For further information please refer to our [First Aid and Drugs Policy](#).

**What support is there for behaviour, avoiding exclusion and increasing attendance?**

As a school, we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.

If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. Further support may be sought from the Educational Psychologist or Primary Behaviour Support Services. The school and professional services will make every effort to reduce the risk of exclusion.

The Admin Staff daily monitor attendance of every child. Lateness and absence are recorded and reported upon to the Head teacher. Good attendance is actively encouraged throughout the school.

For further information please refer to our [Behaviour Policy](#).

**How will my child be able to contribute their views?**

We value and respect the right for all children to express and contribute their views. Children contribute to all parts of school life and have responsibilities in classes and throughout the school, for example Team Captains; librarians; Peace Team and running clubs for their Civic Award. Our Pupil Voice Team meets regularly and they collect ideas and develop projects across the school. Children have opportunities to talk through their individual targets with staff and will contribute to formal documents with photographs, drawing and recorded responses. These responses are recorded on the children's personal learning plans.

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

As a school, we work closely with you and any external agencies that we feel are relevant to individual children's needs within our school. If you have any questions about how an outside agency could help your child please talk to your child's teacher who will pass these concerns on to Mrs Bleeck (our SENCo), who will be able to advise you on the next steps and support you in this.

**Educational outside agencies include:** Behaviour Support Team; Heathfield Outreach; Educational Psychologists; EMTAS (Ethnic Minority Achievement Service).

**Health Services include:** CAMHS(Child & Adolescent Mental Health Service); The School Nurse; GPs; Speech & Language Therapists; Physiotherapists; Occupational Health Therapists; Physical and Sensory Advisors.

**Social Services include:** Locality Teams; Social Workers and specialised outside agencies such as Hampshire Autistic Society and Let's Go Downs Syndrome support.

We have an attached Educational Psychologist: **Dr Lucy Manger** She works with the school over the academic year.

We also liaise with and consider private professional advice.

**What current or future training have the staff undertaken who are supporting children with SEND?**

Mrs Bleeck is a qualified and experienced teacher who has worked with children across the primary age range with a wide variety of needs. She also holds the National Accreditation for Special Educational Needs coordinators. She is part of the school's leadership team and attends regular meetings led by the Educational Psychology team.

Our ELSA (Emotional Literacy Support Assistant) is trained and highly experienced; she attends regular training sessions run by Hampshire's Educational Psychologists Team.

Our LSA team have had training in delivering reading, spelling, phonics, maths and memory programmes and in behaviour management. We ensure that all staff receive safe-guarding and child-protection training annually. Advisory teachers train staff and work in school e.g. Hearing Impairment and Behaviour Support Services

Every year the training needs of all staff are reviewed and appropriate training is planned and delivered and we contact the necessary agencies to ensure that specialists deliver the training to staff. When necessary we would access specific training for a pupil's needs to ensure we can offer the highest quality of provision.

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

Our Equality and Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum and school life including activities outside the classroom. Any off-site activity requires a risk assessment and where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.

For further information please refer to our Equality and Inclusion Policy.

**How accessible is the Sarisbury CE Junior School environment?**

We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of the environment to meet individual needs. Our policy and practice adheres to the Equality Act of 2010.

For pupils who require additional resources or equipment to access the curriculum we seek advice from and work closely with the relevant outside agencies. We train staff in the use of these resources and carry out the necessary risk assessments for these pupils.

When required we liaise with EMTAS (Ethnic Minority Achievement Service) who assist us in supporting our families with English as an additional language.

**What steps should I take if I have a concern about the school's SEND provision?**

If you have any concerns about the SEND provision for your child, please talk to us. We will listen and aim to resolve any problems. Initially discuss your concerns with your child's class teacher. If further information or discussion is needed then the SENCo can be contacted through the school office, as can the Head Teacher and other members of the senior management team. Complaints may also be made to the governors.

For further information please refer to our [Complaints Procedure](#).

**How will Sarisbury CE Junior School prepare and support my child when joining the school or transferring to a new setting?**

We have an excellent relationship with our feeder infant school and there is a well-planned 'transition programme' that enables children to become very familiar with the school and its staff. We also hold information meetings for Yr3 parents in the Summer and Autumn terms. For children on the SEND register an additional meeting is held to inform you on SEND provision and the programmes and interventions we offer.

All Yr3 children are carefully assigned a Yr6 'Buddy' who is there to support and help them with their transition to junior school.

Our Yr3 staff and SENCo visit the infant/current school to discuss pupils and observe them in a 'familiar' environment. For children with Special Educational Needs and Disabilities who may find the transition more challenging we offer the opportunity of further visits.

Where required you will be invited to a TPA (Transition Partnership Agreement) meeting with either the infant school or secondary school to ensure necessary provision is put in place.

When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Our 'feeder' secondary school, Brookfield Community School & Language College, runs a programme specifically tailored to aid transition for specific youngsters if they require it.

We liaise closely with staff and parents when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

**Who can I contact for further information?**

In the first instance, parents/carers are encouraged to talk to their child's class teacher. You could also arrange to meet with our school's SENCo:

**Rebecca Bleeck 01489 573000**

**Email: [rbleeck@sarisbury-jun.hants.sch.uk](mailto:rbleeck@sarisbury-jun.hants.sch.uk)**

Information is also available at Hampshire County Council's Parent Partnership- **01962 845870**  
[www3.hants.gov.uk/parentpartnership](http://www3.hants.gov.uk/parentpartnership)

**Hampshire Education Authority website [www.hants.gov/education](http://www.hants.gov/education) see Local Offer**

**Associated Information:**

Accessibility Plan

Behaviour Policy

Complaints Procedure

Equality and Inclusion Policy

First Aid and Drugs Policy

SEND Policy