



STATUTORY (A-D) POLICY

SEND Information Report



Policy Revision Date	24 th February 2025
Review Frequency	Annually
Role / Author	SENDCo/Helen Adams
Governing Body Committee/HT	FGB
Date of GB Meeting/HT review for approval	HT reviewed March 2025 FGB 23 rd June 2025
Due with Clerk to Governors (where applicable)	7 days before meeting date
Governing Body Approval Date	FGB 23 rd June 2025
Status (draft / approved)	Approved
Date Policy Due for next review:	Spring 2026

Policy Review

The following list must be completed prior to submission to the relevant Governing Body meeting/HT for approval.

Links with other Policies	SEND Policy
Model or Locally Produced	Locally Produced
Are changes to model policy or previous policy clearly identified (e.g. track changes)	Yes
In the view of the HT is the policy related to High, Medium or Low Risk activity to the school	
What are the likely consequences to school of non-compliance	Failure to meet statutory obligation.
Are the governors/SLT accountabilities clearly identified	Yes
Are other accountabilities clearly identified	Yes
Are there any particular issues/risks associated with implementation/operation of policy	No
How will policy effectiveness be evaluated	SENDCo monitoring and review. Feedback from parent surveys
How will HT report to governors on effectiveness and when	HT report to Governors
When will the policy next be due for renewal (for statutory compliance)	Spring 2026
Does the policy impact on available resources	Staffing structure Budget in relation to statutory compliance.

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Role/Author: SENDco/Helen Adams

Policy Revision Date: 24th February 2025

Approval Date: Reviewed HT Mar 2025 and FGB 23rd June 2025

Status: Approved

Next Review Date: Spring 2026

Welcome to our SEN Information report. Elson Junior School is a mainstream junior school located in Gosport. At our school, we believe that all children have the right to be valued, encouraged and accepted equally, regardless of their needs or circumstances. All schools in Hampshire are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs being met in a mainstream setting wherever possible.

At Elson Junior School we provide a broad and balanced curriculum with the National Curriculum as our starting point for planning teaching and learning for all pupils in our school. Some children in our setting may have barriers to learning that mean that they have Special Educational Needs (SEN). We recognise that at different times of their school life, a child or a young person may have a special educational need.

The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution.”

At Elson Junior School we aim to identify these barriers as they arise and to provide teaching and learning opportunities which enable all pupils to reach their fullest potential.

Please also refer to our schools SEN Policy which can be found on the school’s website. <https://elsonjunior.co.uk/>

1. How does the school know if children/young people need extra help?

Class teachers are responsible for planning and adapting teaching and learning for all pupils in order to meet your child’s needs. Through progress meeting, observations, and monitoring of data we identify and respond to each individual’s needs as they arise. If a pupil is needing a greater level of support, we would begin to assess if they have a special educational need through a graduated approach.

We identify children has having a Special Educational Need and/or Disability (SEND) in partnership with parents, class teachers and the pupil themselves. Parents are kept informed at each stage of the process. Which in our school is as follows:

- Concerns raised by , the parent/carer and/or the child
- Concerns raised by the class teacher
- A pupil concern form is raised by the class teacher to begin to establish the barriers to learning. This will be shared with our SENDCo and these concerns will be shared with you and what the next steps will be.
- A cycle of assess, plan, do and review of additional provision or intervention will be put in place.

- A review is then recorded regarding the provisions and adaptations for learning and/or emotional well-being that have been tried.
- This may lead to planning of additional provision, strategies to support learning and some identified areas to set targets and review after intervention has been tried. This is completed in partnership with our SENDCo.
- In school assessments and screenings may be carried out as appropriate to your child's presenting needs.
- The results of planned interventions and outcomes will be shared with you.
- Once a Special Educational Need (SEN) is established, the your child's needs are recorded on our school SEN Register, with parental agreement, and the their provision and targets are recorded on a Pupil Passport which is updated, reviewed and shared every six weeks with you.
- If your child does not make expected progress over time with additional support and intervention, then external advice is sought in partnership with you. This would usually be at least 2 cycles of setting targets and additional provision with a review of their effectiveness.
- We liaise with a range of outside agencies which could include:
Speech Therapists,
Outreach Services,
Specialist Teacher Advisors
Educational Psychologists
Primary Behaviour Support
Wellbeing Services
Motiv8
,CAMHS

medical professionals.

- We work with outside agencies who support us with specialist advice, carry out further assessment, recommend amendments to provision and work with us to set target to support the pupil to make progress.

2. What should I do if I think my child may have Special Educational Needs?

If you have any worries about your child, your first point of contact should be your child's class teacher who will be happy to meet with you. We believe that working in partnership with you is the key to reaching the best possible outcome every child. Please contact the school office by telephone (02392 583754) or email (adminoffice@elson-jun.hants.sch.uk).

You can also talk to Mrs Helen Adams our Special Educational Needs Co-ordinator, who will be happy to discuss your concerns. Her email is h.adams@elson-jun.hants.sch.uk.

3. How will Elson Junior Support my child?

3.1 Your child's class teacher is responsible for:

- Monitoring the progress of your child and identifying, planning and delivering any additional support that your child may need. This could be targeted work or additional provision.
- Directing their class LSA who may also work with your child on an individual basis or within a small group.
- Preparing and sending out Pupil Passports in a six weekly cycle sharing reviews and successes with you.
- Ensuring that the schools SEN Policy is followed in their classroom for any pupils who are identified as needing support that is additional and different to their peers.

3.2 The SENCo is responsible for:

- Ensuring that legal obligations under the SEND Code of Practice are met.
- Developing the school's SEND Policy through close liaison with the Senior Management Team and SEND Governor.
- Reporting to the designated SEND Governor to share the progress of the pupils with SEND.
- Overseeing day to day operation of the school's SEN Policy.
- Co-ordinating provision for children with SEND.
- Provide guidance to colleagues and working closely with parents and other agencies.
- Supporting teaching staff in planning additional provision, carrying out assessments and observations.
- Keeping parents involved in supporting your child's learning and access to a broad and balanced curriculum.
- Working with parents of children with complex SEND to apply for statutory assessment.

3.3 The Headteacher is responsible for:

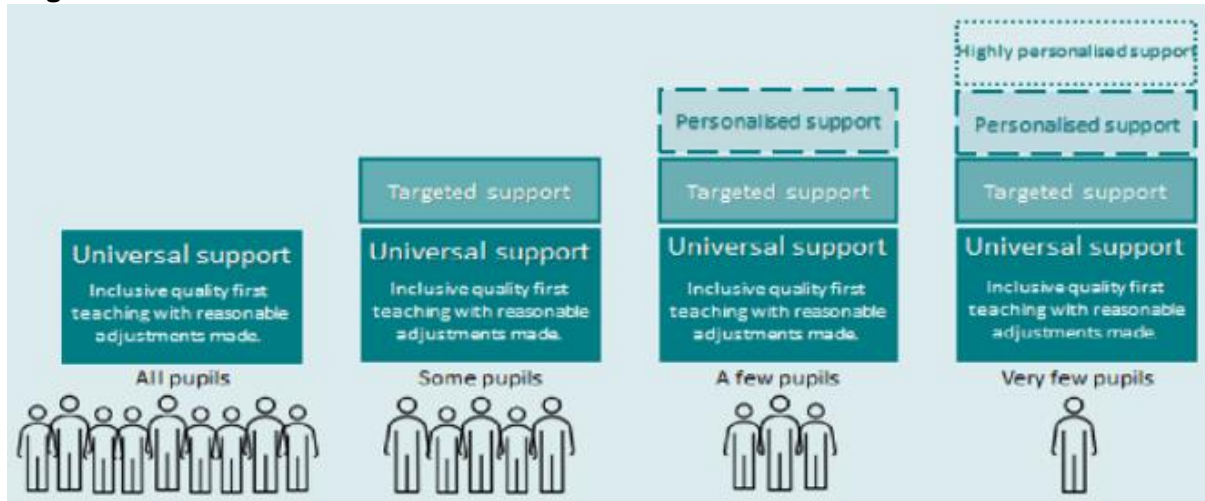
- Day to day management of all aspects of the school, including the provision made for pupils with SEND.
- The Headteacher must update the Governors about SEND in our school.
- Regularly review staffing structure, to ensure that all appropriate provision and adult support is in place.

3.4 The SEND Governor is responsible for:

- Making sure that the necessary support is given for any child who attends our school.
- To support and monitor the Head teacher and SENDCo with regards to SEN at Elson Junior School.

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

Many children will need some adjustments or additional support at some time while they are in school. This is known as universal support and form part of the high-quality inclusive teaching (HQIT) practice we use in school. HQIT for a child could take the form of a resource e.g ear defenders, sensory tools, now and next cards, coloured over lay or a provision e.g reading with an adult, personalised spellings or a targeted intervention out of class.



If your child is identified as having a SEN need, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided to as part of high quality, inclusive teaching intended to overcome their barrier to learning.

When providing support that is 'additional' or 'different from' we engage in a four-step process:



Assess, Plan, Do and Review Cycle

- Teachers use a SEN Tracking document to support accurate targeting and planning for each child.
- Teachers understand the individual needs of all pupils and will plan and group accordingly.
- SEN Pupils are encouraged and expected to make progress in all areas of the curriculum with appropriate scaffolds and support.
- Teaching teams plan learning journeys targeted to individual children's identified gaps.
- Teaching teams are deployed flexibly to meet the needs of children to enable them to access all areas of our curriculum.

- The class teacher with support from the SENDCo as identified will discuss your child's need and what provision and individual targets would be appropriate. This is reviewed at termly meetings and next steps identified.
- This process is a continually reviewed and refined through discussions and reviews with you and other agencies as appropriate. You are warmly encouraged to speak to either the class teacher or SENDCo if you have any concerns.

5. How will both you and I know how your child is doing?

If your child is on the SEN Register at SEN Support or has an EHCP, their progress will be carefully planned and monitored. Your child will have individualised targets to address his or her learning needs.

- As a school we measure children's progress in learning against National expectations and age-related expectations and from the previous key stage starting points.
- Your child's teacher continually assesses them and records areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 through to Year 6, using a variety of different methods. All SEN pupils with an identified learning need has their own personalised SEN tracker.
- Your child's Pupil Passport will be reviewed every six weeks and sent home to you so you can see the progress they have made against their personal targets.
- If your child has an EHCP they will have a Pupil Passport and the targets set will relate to the outcomes set in their plan. An EHCP Review of your child's provision and outcomes is held annually or sooner if needed
- You will be invited into school termly to discuss your child's learning and progress. This is separate from other parent/teacher meetings as you may need more time to discuss your child's needs and share your views.
- You are welcome to make an appointment with your child's teacher or SENDCo at any time during the school year to discuss their progress.
- Parents/Carers of Looked After Children (LAC) will be invited into school termly to attend a Personal Education Plan Meeting (PEP) to monitor their progress and goals.

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

We are an inclusive school and we recognise that some children have extra emotional and social needs that need to be developed and supported at different stages of their time with us. All of our classes follow a structured PHSE curriculum and this is further underpinned by our Wellbeing Wednesday sessions which supports all of our children to understand and give them some strategies to support their mental health and wellbeing.

We also offer:

- ELSA groups – including social skills, anger management, anxiety management
- Lego Therapy sessions
- Allotment Club

- Supported play – to develop turn taking skills, being part of a team and following the rules of a game with peers.
- Individualised programmes of work as recommended by external professionals.
- Personalised feelings check-ins.
- Social stories to embed new skills.
- Social awareness games and activities.
- Happy Llamas - our young carers group.
- Elson Explorers to support children from different cultures.
- Elson Heroes – to support our service children.
- We work with external agencies to support your child’s wellbeing. These could include Hampshire Education Psychology Service, Motiv 8, Family Wellbeing Service and CAMHS.

7. How do we look after medical needs in our school?

Any pupil with additional medical needs are well catered for at Elson Junior School. All medical information is requested from parents prior to admission and these are added to their school records. Your child’s class teacher has overall responsibility for these needs.

Some children need a medical care plan and we will work with you to develop this so that we have the very best understanding of your child’s needs. Medical care plans are reviewed annually and revisions made when necessary throughout the year. Medicines can be administered in school and information regarding this is detailed in our policy regarding support for children with medical conditions. This can be found on our website.

8. What support is there for challenging behaviour, avoiding exclusion and increasing attendance for children with SEND?

We believe that any **behaviour** is a form of communication and can be a symptom on another need which we will seek to identify and support. As a school we have a positive approach to all types of behaviour with a clear behaviour policy which is followed by all staff. This is published on our school website: <https://elsonjunior.co.uk/our-school/policies-and-statutory-documents/>

- If a child has behavioural difficulties that need provision outside of our school behaviour policy they will have an IBMP (individual behaviour management plan). This plan is written in partnership with school staff and parents to identify the presenting behaviours and possible triggers, and then put in the necessary support and set targets to work on. This plan will be developed and shared with you. A Challenging Behaviour Risk Assessment will be put in place if your child is showing signs of distressed behaviour that may put them or others at risk e.g running away from the school site, climbing on furniture, or using equipment unsafely.
- Restorative conversations are held with pupils after any significant incident to reflect on what has happened and think about early intervention and what could have been done differently.

- Outside agency support and advice is sought if a child's distressed behaviours continue to escalate. We work in partnership with them and parents, to get a positive, settled outcome for every pupil.

8.1 Attendance is linked to progress and achievement and we monitor this daily via the register system in school. Lateness and absence are recorded and reported via the school office and this information is then reviewed by the head teacher or assistant head.

Through our monitoring, early intervention is offered and collaborative meetings are offered to understand and support reasons for absence and lateness in school. Support is available through our Family Support Worker, Mrs Hull. We encourage you to contact your child's class teacher or Mrs Hull if you have any worries or concerns about getting your child to school. You can find our Attendance Guidelines and Attendance Policy here:

<https://elsonjunior.co.uk/our-school/policies-and-statutory-documents/>

9. How will my child be able to contribute their views?

- Our school motto is 'Living Together, Learning Together' which means we value and celebrate each child and encourage them to express their views on all aspects of school life. This is carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- There is also a thought box outside 'The Den' which is regularly checked by the ELSAs and acted upon.
- Children are able to express their views to all the adults who work with them in school.
- Children are asked to contribute their views when their Pupil Passport is written. We ask them about themselves and what they think their needs as learners are.

10. What specialist service and expertise are available at our school?

- Our SENDCO is Mrs Helen Adams, a fully qualified and experienced teacher & SENDCO, who is supported by the County and attends specific SEND professional development groups.
- All of our teachers are fully qualified and receive continuing professional development including training about Special Educational Needs and Disability throughout their teaching careers.
- Training on specific SEND topics form part of a programme of ongoing professional development.
- We have one member of staff trained as an ELSA who receive regular support from the Educational Psychologist.
- Some members of staff have had training in delivering Speech & Language programmes from Speech & Language therapists and the Educational Psychologist.
- As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Primary Behaviour Support Service; Outreach Services from Specialist Schools, Health Professionals such as GPs, school nurses, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services such as

Locality Teams, social workers, Educational Psychologists and EMTAS (Ethnic Minority and Traveller Achievement Service).

11. How accessible is our school?

- The school site is wheelchair accessible with a disabled toilet and wet room large enough to accommodate changing, with accessible changing table.
- 4 classrooms in the school have wheelchair ramp access.
- The school is all on one level with ramps at specified fire exits.

We consult and work closely with Specialist Teacher Advisors with regards to any arrangements that would need to be made in order to allow access around the school and access to learning.

12. How will my child be included in school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment and pre –visit is carried out for any off-site activity to ensure everyone’s health & safety will not be compromised. Once the risk has been assessed appropriate adults, which may include parents, will be nominated to support children with SEND.
- If a child needs extra support to participate in a school visit or activity, then the adult to child ratio will reflect this and a child may be supported 1:1 if appropriate.
- Parents are encouraged and welcome to help on school trips to support their children if appropriate.
- Opportunities are provided for parents to meet with the school and discuss trips in more detail if required.

13. How will my child be supported when joined Elson Junior School or transferring to a new school setting?

Transition is a part of life for all learners, whether it involves moving to a new class or moving to a new school. We recognise that transition is an important, and sometimes worrying time for all pupils, but especially so for a child with SEN.

13.1 New pupils to Elson Junior School

- We encourage all pupils to visit us with their parents/carers prior to starting.
- Pupils with SEN may need extra visits and a phased transition. This will be decided in partnership with school, parents and the child.
- We liaise closely with your child’s current setting and explore with them what provisions/interventions are currently working well with us and share any relevant outside agency documents and copies of current support plans.
- If your child has complex needs we may hold a Transition Partnership Agreement which sets out arrangements and monitoring for a positive transition onwards to their new setting

- Pupils with Education and Health Care Plans (EHCP) will have a review prior to starting a new setting and receiving staff will be invited so that the handover covers every aspect of transition arrangements for the pupil concerned.

13.2 Preparing for next steps to secondary school

- Your child's SEN needs will be shared with their receiving secondary school – this will include all relevant advice from outside agencies and their latest set of Pupil Passports. This will ensure that their new school is aware of their additional personal provision and the targets they have been working on.
- Meetings may be held with your child's new school with our school SENDCo, class teacher and yourselves. Children with complex needs may have a Transition Partnership Meeting to formalise any additional arrangements and provision that needs to be in place before starting.
- Programmes of additional visits to secondary schools can be arranged in partnership with your child's new school.
- Mrs Hull runs a supportive transition group in the Summer Term for those children who are particularly anxious about leaving us.

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14. What do I do if I have a concern?

- Talk to us – firstly contact your child's class teacher.
- Make an appointment to meet the SENDCo.
- Parents are always welcome to meet with the Head Teacher to discuss any further concerns.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.
- You may wish to read the school's SEND policy which is published on the school web-site.
- If you feel you need an independent source of support, contact SENDIASS <https://www.hampshiresendiass.co.uk/>
- or Independent Special Education Advice at www.ipsea.org.uk/
- The school has a formal complaints policy, please contact the school office for details.

Further information about the provision, services, support and resources available for children or young people with SEND and their families within the Hampshire Local Education Authority is available through the Hampshire County Council 'Local Offer'. This can be found at:

[Family Information and Services Hub | Hampshire's Local Offer for Special Educational Needs and / or Disabilities](#)