



STATUTORY (D) DOCUMENT

SEND Information Report



Policy Revision Date	28 th June, 2019
Review Frequency	Annual
Role / Author	tbc
Governing Body Committee/HT	Curriculum
Date of GB Meeting/HT review for approval	15 th July, 2019
Due with Clerk to Governors (where applicable)	7 days prior to meeting
Governing Body/HT Approval Date	15 th July, 2019
Status (draft / approved)	Approved
Date Policy Due for next review:	15 th July, 2020

Note:

Please ensure tracked changes are used to highlight changes from the last approved version. The document status should be 'Draft'.

Once the changes have been approved by the Governing Body, the tracked changes can be accepted and the document status changed to 'Approved'.

Elson Junior School
SEND Information Report



Policy Review

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

Links with other Policies	Special Educational Needs Policy
Model or Locally Produced	
Are changes to model policy or previous policy clearly identified (e.g. track changes)	
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	
Are the governors/SLT accountabilities clearly identified	
Are other accountabilities clearly identified	
Are there any particular issues/risks associated with implementation/operation of policy	
How will policy effectiveness be evaluated	
How will HT report to governors on effectiveness and when	
When will the policy next be due for renewal (for statutory compliance)	
Does the policy impact on available resources	

Elson Junior School
SEND Information Report



1. Introduction

This report was updated by the Headteacher and SENDCo in July 2019 and reviewed by the Governing Body. It is due to be reviewed by a Governor with parents in Autumn 2019.

Elson Junior School is a mainstream junior school located in Gosport. We believe that all children have the right to be valued, encouraged and accepted equally regardless of ability, behaviour or background. This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning learning and teaching which meets the specific needs of individuals and groups of children. Some children may have barriers to learning that mean they have special educational needs and require provision that is additional to or different from other children of the same age. Children may have special educational needs either throughout their time at school or at some point during their time at school.

2. How does the school know if children need extra help?

At Elson Junior School children are identified as having Special Educational Needs and Disability (SEND) through a variety of ways including the following:

- Liaison with previous school and parents.
- Your child may come to us with an Education Health Care Plan (EHCP).
- Your child may be falling significantly behind with their learning.
- Health diagnosis through paediatrician or Child and Adult Mental Health Services (CAMHS)

2.1 WHAT SHOULD I DO IF I THINK MY CHILD HAS A SPECIAL EDUCATIONAL NEED OR DISABILITY?

- Initially talk to your child's class teacher. They may then suggest a follow-up meeting with the SENDCO, Mrs Helen Adams.
- Depending on your child's specific needs, you may also wish to talk to your G.P.

2.2 HOW WILL ELSON JUNIOR SCHOOL SUPPORT MY CHILD? WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN?

- Our Special Educational Needs and Disability Co-ordinator (SENDCO) works with all teachers to oversee the support and progress for any child with SEND.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Learning Support Assistant (LSA) or Higher Level Teaching Assistant (HLTA) working with your child as part of a group. The regularity of these sessions will be explained to parents when the support starts.
- Your child may work with the ELSAs (Emotional Literacy Support Advisors), either 1:1 or as part of a small group. You will be fully informed of any work that is done with your child.
- Support and advice from outreach services may be sought including: the Educational Psychology Service, the Primary Behaviour Support Unit, Speech and Language Therapy Service or Occupational Therapy Service.

Elson Junior School
SEND Information Report



2.3 WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with you at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- The SENDCo is very willing to talk to parents and support all aspects of children's learning.

**2.4 HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?
WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?**

- Teachers understand the individual needs of all pupils and will plan and group accordingly.
- Teaching teams are deployed flexibly to meet the needs of children to enable them to access all areas of our curriculum.

2.4 How is this decision made about the provision my child will receive?

- The class teacher alongside the SENCo will discuss your child's needs and what provision would be appropriate.
- This will be through on-going discussions and reviews with parents and other agencies as appropriate.

2.6 HOW DO I KNOW IF MY CHILD IS MAKING PROGRESS?

The school will meet at least termly with you to discuss your child's provision and the progress they are making.

- 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.
- The class teacher continually assesses each child and notes 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.
- Children who are not making expected progress are identified and their progress reviewed at Pupil Progress Meetings with the year group team and a member of the Senior Leadership Team (SLT).
- If your child has an EHCP or a Personalised Learning Plan (PLP) the objectives and outcomes will be reviewed termly by the class teacher and shared with you.

2.7 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

- We are an inclusive school and we treat children as individuals.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact.

2.8 HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- This is detailed in our policy regarding support for children with medical conditions. This can be found on our website with this information report.



2.9 WHAT SUPPORT IS THERE FOR CHALLENGING BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE FOR CHILDREN WITH SEND.

Challenging behaviour alone is not an indicator of SEND. However, some special educational needs are accompanied by challenging behaviours.

- As a school we have a very positive approach to all types of behaviour with a clear reward & recognition 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 and targets in place.
- After any behaviour incident we facilitate the child being able to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported upon to the Head teacher and the school will work positively with parents and children to understand the underlying causes of children being late or absent from school. Support is available through our Family Support Worker. We have had many successes where families were struggling with lateness or absences but are now able to get their children into school and on time.

2.9 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 usually 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.

2.10 WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE 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 two members 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; 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).

2.11 HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING 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.



Elson Junior School
SEND Information Report

- A risk assessment is carried out prior to 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.

2.11 HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

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

2.12 HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting when they will meet their teacher and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school if appropriate.
- When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. At our 'feeder' secondary school, Brune Park Community School, they run a programme specifically tailored to aid transition for more vulnerable pupils.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

2.13 HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The Governors' Curriculum Committee looks at the progress of all children each term, including a focus on SEND.
- Mrs Paruna Rendall is our Governor responsible for SEND and meets regularly with the SENDCO. They also report to the Governors to keep all informed and discuss the impact of resources on pupil outcomes.

2.14 HOW WILL I RAISE CONCERNS IF I NEED TO?

- 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 Support4Send <http://www3.hants.gov.uk/parentpartnership> 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:

www.hantslocaloffer.info