



Sholing Junior School

Achieving Together

Special Educational Needs and Disability Information Report

Reviewed On		Review Frequency	
Next Review Due		Approved By	

Sholing Junior School – SEND Information Report

At Sholing Junior School, we believe that:

- All children deserve high-quality teaching that enables them to achieve well.
- Children’s learning needs should be met through a range of approaches and supportive strategies.
- All pupils should have access to rich, meaningful learning opportunities.
- Strong teaching, skilled support staff and a nurturing environment are essential for success.
- Children should be equipped to become confident, independent learners.
- Every child should develop into an enthusiastic, curious learner who enjoys school life.

Our pupils benefit from a committed teaching team, our SENDCo Tom Best, our SLT, and FISO, all of whom work to ensure each child’s school experience is positive, supported and fulfilling.

Q. What type of school are you, what special educational needs do you cater for, and are there eligibility criteria?

Sholing Junior School is a larger-than-average junior school in Southampton. We serve a diverse community and have a number of pupils with English as an Additional Language (EAL) and have a proportion who are eligible for Free School Meals (FSM).

We welcome and support pupils with a wide range of Special Educational Needs and Disabilities (SEND). These include:

- Cognition and Learning Needs
- Communication and Interaction Needs
- Specific Learning Difficulties, including hearing and visual impairment, neurodiverse profiles and physical/medical needs
- Social, Emotional and Mental Health (SEMH) Needs

We are a mainstream school and support pupils through Graduated Response, using Quality First Teaching and targeted interventions. While we do not employ specialist SEND teachers, our staff team has extensive experience supporting children with SEND.

Q. How does your setting know if children need extra help, and what should I do if I think my child has SEND?

Class teachers closely monitor every child's progress. Our Senior Leadership Team and the SENDCo review this regularly through:

- Book scrutiny
- Pupil progress meetings
- Professional discussions
- Classroom observations

Where children are not meeting expected progress, teachers will meet with the SENDCo and/or SLT to explore barriers and plan support. If appropriate, pupils will follow our Graduated Response and those at Wave 4 are added to the SEND Register.

Parents can raise concerns with the class teacher as their first point of contact, SENDCo (Tom Best) or SLT at any time.

Children's needs are carefully assessed and plans to meet need put in place, whether that be through Universal Provision, IEPs (SEND registers), or through to EHCP plans and more. This is routinely reviewed. The Graduated Response enables us to assess, plan, do and review provision, starting with Quality First Teaching at the centre. Children with SEND can be transient across the Graduated Response continuum.

Q. How will both you and I know how my child is doing, and how will you help me support their learning?

We carefully monitor every child's progress, using ongoing assessments alongside more formal termly data analysis. We pay particular attention to our vulnerable learners, including pupils with SEND, to ensure they receive timely and effective support. Where a higher level of need is identified through the Graduated Response, an EHCP (Education, Health and Care Plan) may be requested, and any existing EHCPs are reviewed annually with parents and carers. Our SENDCo, Tom Best, or Senior Leadership Team, coordinates referrals to external agencies when additional expertise is required. We pride ourselves on our open-door approach and value strong communication with families to ensure a consistent partnership in supporting each child's learning. Information about our curriculum is available on the school website. Pupils receiving Universal Provision will receive regular support through quality first teaching, while those with identified SEND who are apart of our SEND Register have an Individual Education Plan (IEP) detailing specific targets and the provision in place. These documents are shared with children and families and reviewed regularly, at least once every term.

Q. How will the setting involve my child in their own education?

At Sholing Junior School, children's progress and achievement are continually monitored throughout lessons. Pupils receive regular feedback, helping them understand how they are doing and what their next steps are. They are encouraged to play an active role in setting their own goals, reflecting on their learning and identifying ways to improve.

Children with SEND have an Individual Education Plan (IEP), which outlines short-term, personalised targets linked to the curriculum and wider personal development. All provision is carefully mapped, reviewed and tracked to ensure it meets their needs, and these documents are discussed with parents as part of our collaborative approach.

We also gather pupil views through termly Pupil Voice activities, ensuring SEND pupils and other vulnerable learners are represented. Their feedback helps us evaluate our systems and continually refine our practice to improve outcomes for all children.

Q. How will staff support my child?

Lesson planning is carefully adapted to meet the needs of pupils with SEND, with Quality First Teaching forming the foundation of all provision. Subject leaders, along with Tom Best (SENDCo), and the Senior Leadership Team, regularly monitor classroom practice to ensure high-quality support. Assessment for Learning (AfL) is central to our teaching approach and helps us personalise learning so that every child can make meaningful progress. Our Graduated Response guides staff in identifying barriers to learning and selecting appropriate strategies.

We promote independence enabling pupils to develop the skills and confidence needed to work more independently across the curriculum. Pupils with SEND have an Individual Education Plan (IEP), setting out clear, achievable targets which are shared with parents and reviewed at least termly.

Children who need additional social, emotional or behavioural support may be referred to our ELSA or internal support team through the SENDCo. Our SENDCo and Senior Leadership Team work alongside teachers and pupils in class, providing coaching, modelling strategies and delivering tailored support to help improve outcomes.

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

Curriculum planning at Sholing Junior School is adapted to meet the diverse needs of pupils with SEND. This may include adjusting tasks, providing tailored resources, or offering different levels of support for individual pupils or groups. Individual Education Plans (IEPs) and Personalised Curriculum documents are used within lessons to help pupils work

towards their personalised targets. When appropriate, pupils may also have access to individual timetables or a designated workspace to support their learning.

All provisions are shaped through the Graduated Response and carefully monitored using our provision systems. Our Graduated Response helps staff identify barriers to learning and adapt the curriculum so that all pupils can access it successfully. Robust systems track the needs and next steps of pupils with SEND, ensuring that support is purposeful, well-matched, and clearly reflected in each child's IEP or EHCP document.

Q. How is the decision made about what type and how much support my child receives?

Our Senior Leadership Team carries out regular reviews of pupil progress and attainment. Decisions about support are guided by the Graduated Response, to ensure that each child receives the most appropriate level of provision. Support is regularly reviewed and adapted as children's needs evolve, and resources are allocated according to the level of need within each cohort.

Our SENDCo, Tom Best, monitors the effectiveness of provision through in-class support, book looks, pupil conferencing, progress meetings and ongoing review of IEP's, all in line with our SEND Provision and Graduated Response framework.

We have a strong Pastoral Support Team, including Teaching Assistants, FISO and ELSAs, as well as staff trained to support children with Speech and Language needs.

When additional expertise is required, referrals may be made to outside agencies such as the Educational Psychology Service, CAMHS, Southampton Advisory Outreach, Southampton Inclusion Partnership or through the PHIG (Primary Heads Inclusion Group). If a child's needs remain significant and sustained, we may consider requesting an EHCP as part of our Assess-Plan-Do-Review process. All referrals are made in close partnership with parents and carers.

Q. How will my child be included in trips and activities?

We currently offer a range of after-school clubs throughout the week, all run by school staff or external providers. Every school trip and extra-curricular activity is carefully risk assessed, and additional individual risk assessments are completed for pupils with SEND where needed. If any potential risks are identified, we work closely with parents to map out appropriate adjustments so that activities can be accessed safely and confidently.

Q. What support is there for my child's wellbeing?

We have dedicated members of staff in place to support pupils pastorally including our ELSAs, who provide emotional and wellbeing support across the school. Referrals can be made through Tom Best (SENDCo) by class teachers, and all referrals are discussed and agreed with families before any support begins. Medicines are administered by staff trained in basic first aid, and we also have access to a school nurse who can offer guidance for pupils with medical or emotional needs. For more complex health concerns, the school may seek advice from specialist medical professionals.

Our School Council meets regularly, giving pupils a voice in school life. These meetings often explore wellbeing, and any concerns raised are followed up appropriately. Attendance is monitored closely, with half-termly meetings involving the Senior Leadership Team, reviewing current cases and planning the next steps. We are committed to providing a safe and inclusive environment. Bullying in any form is not tolerated, and we actively promote equality for all pupils and staff. Further details can be found in the policies section of the school website.

Q. What training do staff receive to support children with SEND?

Training may be arranged on a needs led basis, identified through staff questionnaires and the monitoring of SLT of teaching teams, provision and outcomes. Tom Best, the SENDCo along with other members of the Senior Team run regular staff training covering a range of needs linked to the needs of the school / children. All staff are trained at least annually on Safeguarding. Where necessary school may access outreach work from specialist services for specific children.

Q. How accessible is your setting?

The school site is a double story building. There are disabled toilets in the building. The school does not have shower facilities. The building has wheelchair access via several entrances. Regular health and safety audits are carried out by our site manager and SLT. Children with any medical or physical needs are subject to an additional risk assessment in respect of them accessing the environment and have a Personal Emergency Evacuation Plan (PEEP).

Q. How are parents involved, and who can I contact?

Twice per year, parents and carers are invited to attend parent consultation evenings. At the end of the academic year, families are informed of the levels at which their child is working and how this compares to national expectations. Parents will be invited to co-produce documents that are created to support their child within school, these can include but are not limited to, Risk Assessments, Behaviour Response Plans and Individual Education Plans. Parents and carers are encouraged to raise any concerns about their child's progress or attainment at any time. For pupils with SEND, parents may also meet with Tom Best (SENDCo) to discuss progress and any additional support that may be required, including referrals to external agencies. EHCPs are reviewed annually, although reviews can be brought forward if a child's needs change. Children are encouraged to share their views as part of this process, and parents, alongside key staff, are invited to take part in the formal review meeting. For further information, our SENDCo, Tom Best, can be contacted at: 023 8044 7448 or info@sholing-jun.co.uk

Q. What steps should I take if I have a concern about SEND provision?

We encourage parents and carers to raise any concerns with their child's class teacher first. If further support is needed, Tom Best (SENDCo) or another member of the Senior Leadership Team, including the Headteacher, can be contacted through the school office. We value our strong partnerships with families and welcome questions or discussions at any time. Our formal Complaints Policy is available from the school office or on the school website.

Q. What specialist services and expertise are available?

'In house' services:

- ELSA
- Speech & Language Assistant
- School nurse
- Educational Psychologist (purchased service)

Referrals may be made to:

- CAMHS
- PHIG – in order to access specialist teacher input/dual placements.

- Social Care / Children's Services / Early Help
- Yellow Door
- Southampton Advisory Outreach Services
- Mental Health and Schools Team
- Children's Therapy Services – Occupational Therapy, Physiotherapy and Speech and Language Services
- More bespoke services as appropriate to specific needs

Q. How will the school support transitions?

We plan transitions carefully at every stage to ensure pupils feel supported and confident. Personalised transition support is developed in partnership with parents/carers and relevant professionals, and for pupils with more complex needs, a part-time or graduated induction may be considered. Where helpful, Tom Best (SENDCo) can arrange additional visits either to Sholing Junior School or to a receiving school. We can also provide a range of supportive strategies—such as social stories and familiarisation activities—to help children prepare for change.

When pupils with SEND move on from Sholing Junior School, we ensure a thorough handover with key staff at the new setting. This may include shared documentation, meetings with outreach services, joint settings meeting or joint discussions between families and professionals. All transition arrangements are planned collaboratively and agreed with parents to ensure a smooth and positive experience for each child.

Q. What if the child is Looked After (CLA)?

For any child who is looked after, we collaborate with their carers, allocated social worker and Independent Reviewing Officer (IRO) to put in place a support package that meets their individual needs. Each term, the Designated Teacher meets with the child, their carer, social worker and any other relevant professionals to complete and review the child's Personal Education Plan (PEP). Where necessary, and with permission from the Local Authority, referrals may be made to other agencies. Additional specialist services may also be available depending on current Local Authority arrangements for Children Looked After.

Q. Where can I get further information?

This document has been produced as part of the school local offer, in line with the Southampton Local Offer.

Further information about the local authorities Local Offer can be found at <https://www.southampton.gov.uk/schools-learning/send-local-offer/> . This includes further links to other SEND support services and groups.

School SEND policy and other relevant policies can be found on the school website – www.sholing-jun.co.uk