

## Sholing Junior School

### Special Educational Needs and Disability (SEND) Information Report

March 2021

#### Our Vision, Value and Aims

We believe...

- All children should be valued regardless of their abilities and behaviours.
- All children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs.
- All teachers are teachers of children with special educational needs.
- All children can learn and make progress
- All children should be challenged to achieve their full potential.

We believe in...

- Effective assessment and provision for children with SEND
- Effective working partnerships with parents, children, the Hamwic Education Trust, the Local authority and other external agencies.
- Developing pupils' self-esteem, confidence and independence in preparation for the future.

#### **What type of school is Sholing Junior School, what special educational needs do we cater for and are there eligibility criteria?**

Sholing Junior School is a mainstream academy catering for children of mixed ability between the ages of 7-11. We currently have 360 children on roll.

We are proud of our record of including children with wide and varied special needs and disabilities. We are a school that will try different approaches to achieve success with all children to meet their individual needs. We have an admissions policy which is the same for all children considering coming to Sholing Juniors. For children with Education, Health and Care Plans we always look at their needs alongside the needs of the other children in the year group to ensure we can offer the best opportunities for each child.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

### **How does the school know if any of their pupils need extra help and what do I do, as a parent, if I think my child has special educational needs?**

The school assesses each pupil's current skills and levels of attainment on entry, taking into account information from a pupil's previous setting. Class teachers make regular assessments of progress for all pupils and alongside the Senior Leadership Team, that includes the Special Educational Needs Co-ordinator (SENCo), identifies those whose progress is a cause for concern. We listen to you (the parents/carers), staff working with the child, and, of course, we observe and listen to the child. Assessments will draw information from a range of sources including: medical records, whole school assessment tests, a pupil's individual work, English language assessments where English is not the first language, individual diagnostic tests, Personal Education Plans for Looked After Children and any available information from outside agencies. From all this information, we build up a picture of your child's strengths and areas for development and then decide whether extra support or intervention is needed. At Sholing Junior, we consider the needs of the whole child so progress in areas other than attainment are also considered, for example, social development.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. We follow the graduated response approach. Slow progress and low attainment will not automatically mean a pupil is recorded as SEN. All teachers and support staff who work with the pupil will be made aware of a child's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. If a child fails to make the progress expected despite such adjustments, interventions and good quality, personalised teaching, the SENCo will, in partnership with the class teacher, follow the four part cycle of assess, plan, do, review.

If you are concerned that your child may have special educational needs first discuss this with their class teacher and then the class teacher will make an appointment for you to speak with the Special Educational Needs Co Coordinator (SENCo) about your concerns.

### **How will the school support my child and review their progress?**

- High-quality teaching is our first step in responding to pupils who have SEN. We strongly believe that all teachers are teachers of children with SEND and our staff is experienced at differentiating the curriculum for differing ability groups. The SENCo works closely with the class teacher and support staff to provide a curriculum at each child's level of ability. Teaching is also differentiated for individuals e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud. This ensures all children can make progress.

- The learning environment can be adapted in a variety of ways according to the need. We gather information about each individual child's needs and then adjust provision accordingly. For example, this could include extra maths equipment, use of a larger font, use of pictures as a reminder or alternative ways to record their learning such as laptops.
  - Teachers are continually assessing the progress of all children and this is formally reviewed by the Senior Leadership Team (SLT), which includes the SENCo, on a termly cycle. When interventions are put in place for a child they are assessed before the support is given and then assessed again at the end of the intervention. The intervention is then reviewed by the SLT before the planning of any further interventions. A range of interventions is provided dependent on needs such as Read Write Inc., Third Space Learning online maths tuition and fine motor skills. Some interventions may be 1:1 and others are delivered to small groups, made up of children with similar needs from across the year group or whole school.
  - While a teacher will always differentiate their lessons for differing ability groups, some children need additional support and objectives differentiated specifically for them. In this instance, the SENCo or outside agencies will support the teacher in achieving this. These children, with higher levels of SEND, have an Individual Education Plan (IEP) with targets specific to them. Copies of these targets are shared with parents and an opportunity to meet with the SENCo to discuss them offered. All children on an Education & Health Care Plan also have IEPs. The targets are taken from areas of development identified in their plan and are formally reviewed once a year.
  - We have a team of teaching assistants, including a number of higher level teaching assistants (HLTAs) who are trained to deliver SEN provision and interventions. This support may be in small groups or on a 1:1 basis. Class teachers manage the teaching assistants in their class on a daily basis, in partnership with the SENCo. Whilst supporting the children, teaching assistants are mindful of the need to develop the child's independence.
  - All trips and activities are open to all children. We endeavour to enable children with specific needs to go on residential trips, supported by a teaching assistant or in some cases the parent. We have a Breakfast Club and After School Club both available to children with SEND. The leaders of these two clubs meet with the SENCo to discuss the needs of the children on roll. The lunchtime staff is all trained first aiders and they always try to accommodate children who find any part of the lunchtime routine a challenge. Children's needs are catered for through a variety of approaches such as Lunch Club, alternative activities or adult support on the playground. Children with dietary requirements are known to the kitchen staff who make every effort to meet their needs.
  - Pastoral care is very high on our list of priorities at Sholing Junior. For many years now the Governors have appreciated the need to work with the 'whole' child and we were one of the first schools to have our own ELSA (Emotional Literacy Support Assistant) who works with children and their parents to support the child's social and emotional development and any mental health needs. This can include emotional awareness, working well with others, separation, self-regulating behaviour, coping with illness and bereavement. We have a zero tolerance approach to bullying. Any incidences are dealt with promptly using a restorative practice approach. We have a team of ELSAs with much experience, one of whom is also our Family Support Inclusion Officer (FISO). For children who need to take medication regularly the office staff is responsible for this and produce risk assessments and PEEPs (Personal Emergency Evacuation Plans). Epi-pens are kept in the office and all staff is trained to use them.
- The school is a secure site with keypad access ensuring every one's safety. A teacher is on duty after school for those parents who are unavoidably delayed. There is staff on duty before school and class teachers are also available in the playground at the end of the day if you need a quick word. Sholing Juniors works hard to ensure your child is happy and safe while maintaining good attendance. The School Council gives all the children an opportunity to voice their opinions. All the children take it in turn to be the class monitors running errands etc. In some cases a teaching assistant will accompany the child if needed.

### **How can I contact the SENCo?**

The SENCo, Mrs Lucy Jones, can be contacted through the school office on 02380 447448 or via email at [senco@sholing-jun.co.uk](mailto:senco@sholing-jun.co.uk).

### **What training is provided for staff supporting children with SEND?**

Teaching staff receive training in approaches and strategies to cater for children with a variety of SEN needs through their regular meetings and specific courses. We continually share our knowledge and expertise with each other so all develop professionally.

The line manager for the teaching assistants is the SENCo. At Sholing Junior School, all of our teaching assistants are fully trained. They attend fortnightly meetings led by the SENCO receiving professional development in the area of SEND as well as attending relevant courses to keep their skills updated. Throughout the year the SENCo will observe teaching assistants working with pupils. The SENCo and class teachers will appraise each one yearly in the effectiveness in their role using observations and assessment of their skills. Further training needs are then identified.

The team has many years of experience between them and their expertise includes

- Phonics
- Numicon
- Autism
- Family Support
- Occupational Therapy
- Physiotherapy
- Diabetes
- First Aid
- Speech and Language
- Behaviour management

### **How is specialist expertise and equipment secured and how accessible is the school?**

When a child with a specific need requires more specialist support we will seek advice, or buy in support, from an outside agency through a referral process. With any referral, the parent's views and agreement is sought, as they are the ones who know their child best. Some areas of support we currently access include hearing impairment, occupational therapy and the nursing service. The school currently has a Local Authority Service Level Agreement with the Psychology Service and the Speech and language Outreach Team. When specialist resources are recommended, the school will endeavour to provide them.

The school building is accessible by wheel chair on the ground floor only. We would move a class downstairs in order that a pupil could access this. We have two accessible toilets, one with physiotherapy table and shower. There are wide door openings to the classrooms and exit to the playgrounds. Stairs are fitted with double banisters and there is yellow edging to the stairs and playground equipment. We have a disabled parking space and an EVAC Chair.

### **How are parents of SEND involved in their child's education?**

At Sholing Juniors we pride ourselves on the good relationships we have with our parents. Communication with parents is through many forms including

- FISO and SLT on the gate each morning
- Parents evenings
- Reports twice yearly
- Parents of children with IEPs will receive copies & be offered an opportunity to discuss them with SENCo
- Parents of children with EHCP's will be invited to contribute & attend their annual review
- Class teacher on playground at the end of the day
- Home school diary/reading record for each child creating a communication link between home and school
- Parent mail
- School website

### **How are children with SEND consulted about their learning?**

There are regular opportunities for all children to reflect on their learning and take action on their next steps. Children are set targets that staff will discuss with them. Children can talk to their School Council representatives about things that they would like improved. If your child is worried or anxious they are opportunities to talk to one of our ELSAs.

### **What steps should you take if you have a concern about the SEND provision at Sholing Juniors?**

If you have any concerns at all about your child's SEND provision please talk to your child's class teacher first. If you then feel you would like to meet with the SENCo, either the class teacher will arrange this or an appointment can be made through the school office. The SENCo is a member of the Senior Leadership Team and regularly meets with the Head to review the needs of the children throughout the school. If you still have concerns please contact Mr M. Abbott, Head Teacher. Alternatively, you could contact Ms J. Harper, the Governor with responsibility for SEND or Mrs J. Butler, the Chair of Governors.

Please see the School website for the Formal Complaints policy.

The local support service for parents of pupils with SEN is the Southampton Special Educational Needs and Disability (SEND) Information Advice and Support Service (IASS). The SENDIASS aims to empower children and young people with special educational needs/disabilities and their parents/carers to make informed decisions about education, health and social care. They can be contacted by phone on 0300 303 2677. Their website details further information

<https://www.southamptonsendiass.info/>

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding exclusions, provision of education and associated services and making reasonable adjustments, including the provision of auxiliary aids and services.

### **How are the Governing Body involved in meeting the needs of SEND pupils and supporting families?**

The SENCo reports regularly to the Governing Body on all matters relating to SEND. There is a governor with special responsibility for SEND.

The SENCo and the Family Inclusion Support Officer (FISO) are available to help parents find organisations that may help and support them and an appointment can be made through the school office.

### **Where can I get further information about services for my child?**

Considering a school for your child can be a very daunting time and we have parents of SEND children who are happy to talk with prospective parents to share their experience of Sholing Juniors and answer any questions you may have.

Support can be provided as required or requested to help parents and carers access the information.

### **How will Sholing Juniors prepare and support my child when joining the school or transferring to a new school?**

The SENCo & Family Support Inclusion Officer oversees the transition of SEND and vulnerable children both in and out of our school. Visits & meetings are arranged so that children can feel as confident as possible about their transition. These include

- Year 2 children visiting their new setting
- New staff meeting children in their current setting
- Extra visits for vulnerable children as needed
- Parents meeting for new intake of Year 3
- SENCos & FISOs meet to talk about SEND & vulnerable children
- Year 2 & 6 transition day at new setting
- All relevant written records passed on

If you are considering moving a child with SEND to our school please make an appointment with the SENCO through the office and she will arrange to meet with you to discuss your child's needs and give you a guided tour of the school.

### **Where can I find information on the Local Authority's local offer?**

The Local Authority's Special Educational Needs and Disability Information Report, providing details of a range of services is available at

<https://sid.southampton.gov.uk/kb5/southampton/directory/advice.page?id=KXvnpSEooKE>

The school work closely with the SEND Team to contribute to the Southampton area Local Offer. We have a SEND Officer linked to our school who is our main point of contact regarding children with, and applications for assessments of, Educational Health Care Plans.