

The kinds of special educational needs for which provision is made at Calmore Junior School

Calmore Junior School is a mainstream school and our Inclusion aims are:

- Children to be participants in a learning community where they are valued equally, treated with respect and provided with equal opportunities within school;
- To recognise that for inclusion to take place successfully, attitudes must be positive and appropriate resources, training and support must be accessible.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

At Calmore Junior School children are identified as having SEND through a variety of ways including the following:-

- Liaison with Infant school/previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. Educational Psychology service, speech and language therapy, occupational therapy service or CAMHS. (Child and mental health service)
- Health diagnosis through paediatrician

How will I raise concerns if I need to?

Talk to us – firstly contact your child’s class teacher who will help you. Then if you require further information, make an appointment with the SENCO or Head teacher.

- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

How will school support my child?

Our SENCO oversees all support of any child requiring additional support across the school.

- The class teacher will be responsible for planning and working 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) also working with your child either individually or as part of a group as directed by the class teacher; if this is seen as necessary.

How are the governors involved and what are their responsibilities?

The SENCO and the head teacher report to the Governors regularly to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.

One of the Governors is responsible for SEND and meets regularly with the SENCO. They also report to the Governors to keep all Governors informed.

- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

How will the curriculum be matched to my child’s needs?

• All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.

- The benefit of this type of differentiation is that all children can access a lesson and learn at their level and achieve .

How will I know how my child is doing and how will you help me to support my child’s learning?

We offer an open door policy where you are welcome any time 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 help your child at home.

- We believe that your child’s education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEND register they may have an Individual Education Plan (IEP) which will have individual / group targets.
- If your child has complex SEND, They might have had a TPA transfer partnership agreement or have an EHCP, which means that a formal meeting may take place to discuss your child’s progress and a report may be written.

How does the school know how well my child is doing?

As a school, we measure children’s progress in learning against National expectations and age related expectations

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 including National Curriculum levels and Reading and Spelling ages.

- Children who are not making expected progress are picked up through Progress Review meetings with the Class teacher and

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Deputy / Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

- When the child's IEP is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress

What support will there be for my child's overall wellbeing?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

- 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. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.
- The school also has ELSA support available if the school feels that this is appropriate.

What support is there for behaviour, avoiding exclusions 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 complex behavioural difficulties an Individual Behaviour Management Plan (IBMP) may be written alongside the child and Parents to identify the specific issues, and to put relevant support in place and set targets.
- After any behaviour incident, we expect the child to reflect on their behaviour with an adult, and may complete a reflection form (red slip). 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 by the Admin department. Lateness and absence are recorded and reported upon to the Head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

How will my child be able to contribute their views?

- We are a school where we value and celebrate each child being able 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.
- Children who have IEPs (Individual Education Plans) can discuss their targets with their class teacher. They can also share their achievements with the teacher.
- If your child has a TPA (Transfer Partnership Agreement) or EHCP their views may be sought before any review meetings.

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

- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, Early help hubs, social workers and Educational Psychologists.

What training have the staff supporting children with SEND had or are currently having?

We have members of staff trained as ELSAs (Emotional literacy support assistants) who receive regular support from the Educational Psychologist.

- Another member of staff has had training in delivering Speech & Language programmes from Speech & Language therapists.
- Our LSAs have had training in delivering reading and spelling / phonics programmes.

We may also seek specific training from external agencies to support children when needed.

Our staff adapt teaching to meet the needs of all children.

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 provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level.

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. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We may also visit them in their current school.

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- We may write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we may arrange additional visits.
- 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.

How are the schools resources allocated and matched to the children's SEN needs?

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of LSAs who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis.

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

- The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate.
- Different children may require different levels of support in order to bridge the gap to achieve age expected levels.
- This will be through on-going discussions with the SENCO, teachers and sometimes other professionals.

How do we know if the support has had an impact?

- By reviewing children's targets on IEPs, book sampling, pupil progress meetings to ensure they are achieving.
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age related expectations.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress in their area of need. If the gap between them and their peers narrows, they may no longer meet the criteria for SEND....however teachers will still continue to monitor their progress.

How can I get involved as a parent?

- First point of call will always be the class teacher- Please come to the office and arrange a meeting.
- Attend regular parents meetings
- Meeting with the SENCo- Please come to the office and arrange a meeting.
- Supporting my child's learning at home- eg reading, practising number challenges, completing homework with them etc

Who can I contact for further information?

- Contact the school Admin office to arrange to meet the Head teacher or Deputy Head teacher / SENCo, who would willingly discuss how the school could meet your child's needs.
- Support for SEND an advice group for parents (formally the parent partnership) www3.hants.gov.uk/support4send
- IPSEA- (independent parental special needs advice service) www.ipsea.org.uk