

Freegrounds Junior School SEN Information Report



This document is produced in accordance with Clause 65 of the 2014 Children's Act

SEND provision at Freegrounds Junior School

Freegrounds Junior School is a mainstream Local Authority school in Hampshire for children aged between 7 – 11 years of age. We are an inclusive school and we aim to ensure that all children participate in school life and benefit fully from educational opportunities to achieve their full potential. Each child is entitled to a broad and balanced curriculum and we make reasonable adjustments where necessary to allow children with any special educational need or disability (SEND) to be fully involved in school life.

The Special Educational Needs Coordinator (SENCO) is Miss Sarah Robinson

If you are considering whether your child with special needs should join Freegrounds Junior School, you may wish to contact the SENCO on 01489 782295 or via the office email: admin@freegrounds-jun.hants.sch.uk

This SEN Information report outlines the requirements as detailed in the SEND Code of Practice 2014. Our aims are (SEND Policy 2026/7):

- To identify and assess, at entry to and throughout the school, those children with special educational needs.
- To address each child's cognitive, social, emotional and mental health needs individually.
- To provide structured differentiated programmes of work to facilitate every child's access to the school's broad and balanced curriculum.
- To ensure effective communication within school, with outside agencies, pupils and parents to meet individual needs to ensure inclusion and progress.
- To create a fully inclusive school society in which all members see themselves valued for the contribution they make.

The Local Authority has produced their Local Offer of services available in the Hampshire area for children and young people from birth to twenty-five who have SEND. This can be found at:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6>

How does Freegrounds Junior School know if children need extra help and what do I do if I think my child has special educational needs?

If you think your child may have special educational needs, you should discuss your concerns with your child's teacher in the first instance.

The teacher may then discuss these concerns with the school's SENCO Mrs Robinson. The SENCO, in consultation with your child's teachers, can screen your child for some common learning difficulties using a range of baseline tests. Following assessment, we will share any findings with you.

We recognise that early identification on entry to the school is a priority if we are to meet the individual needs of children with SEND. To aid the identification process we use a range of screening methods.

We know if a child needs extra help through:

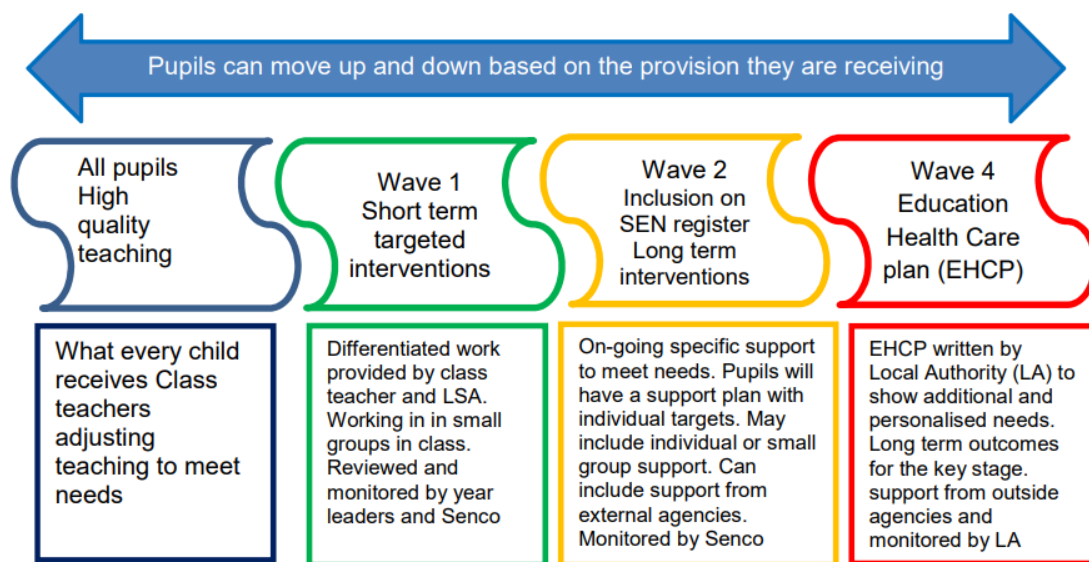
- Looking at records and profiles from previous schools
- Our own tracking of each child's progress
- Talking to parents about their concerns
- Reference to Hampshire County Council's SEN criteria
- Teacher assessment and observations
- Medical records
- Whole school screening procedures such as a Dyslexia Screening Assessment, Salford reading age test, Sandwell Early Numeracy Test, Language screening, British Picture Vocabulary Scale tests.

Sometimes it may be necessary to carry out a screening programme, such as dyslexia screening, to help identify specific difficulties. In addition, expert help from other agencies,

such as speech and language therapy services or educational psychology, may be sought. If this is the case a referral will be made by the Special Needs Coordinator (SENCO), after discussion with the parents or carers, and forwarded to the appropriate agency. Any advice or support received will then be acted upon by the school.

How will Freegrounds Junior School and I know how my child is doing and how can I support my child's learning?

At Freegrounds Junior School we use the Graduated Approach to show the support in place for children.



Every child identified with a special need will have a SEND support plan with specific targets related to their needs. 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 throughout the year. These will be shared with parents at the Autumn and Spring Parent Evening consultations.

Parents/carers are invited to contribute to EHCP annual reviews and attend any associated meetings.

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 key performance indicators and progress against set objectives for their year group.

There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts and be identified on their SEND Support Plan.

On occasion, a child may need more expert support from an external agency, such as Educational Psychologist, Speech & Language or Specialist Teacher Advisors etc. A referral or a recommendation of referral will be made either by the school or by parents / carers (supported by the school). Once the referral has been accepted and assessed, a support programme is usually provided to the school and parents / carers.

Where a child has demonstrated significant cause for concern over a period of time or has severe, complex or lifelong needs, an assessment for an Educational, Health and Care Plan will be made. An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child's needs without an EHC plan.

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

How will the curriculum at Freegrounds be matched to my child's needs?

The school ensures children's individual needs are met through our high-quality Inclusive Teaching approach to learning. Daily planning and flexible groupings mean the children's needs are considered carefully and tasks carefully planned to enable the individual children to make progress in each lesson.

A range of teaching strategies and approaches are used to enable effective differentiation.

Numeracy and Literacy are both taught in classes but with LSA support and differentiated work. Additional resources (such as concrete apparatus or ICT equipment) are also available to support progress.

Intervention programmes are used for those pupils who are falling slightly behind government expectations for their age-appropriate level.

When children are withdrawn from specific teaching support related to SEND targets, it is planned to ensure that full access to the curriculum is not compromised.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, wobble cushions, pencil grips, triangular pens / pencils, coloured overlays etc.

If a child is unable to participate in an aspect of the curriculum due to their SEND, another appropriate activity will be available to meet their needs.

For children who have difficulties with behaviour, an Individual Behaviour Management Plan (IBMP) will be put in place and shared with parents and staff

How will I know how my child is doing?

SEND support plans will be shared with parents at least twice during the school year at the Autumn and Spring parent evening consultations.

Parents are invited to parent-teacher consultation meetings for and parents are welcome to come into school to discuss their child's learning at any point at a mutually convenient time.

Parents / carers are invited to contribute to EHCP reviews and attend any associated meetings.

As a school we measure children's progress in learning against national expectations and age-related expectations.

Results of screening tests (such as the dyslexia screening test) will be shared with parents if children are identified as 'at risk'.

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 key performance indicators and progress against set objectives for their year group.

Children who are not making expected progress are picked up through Pupil Progress meetings between the Class teacher and Senior Leaders. 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 SEND support plan 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.

Appointments can be made via the School Office to speak in more detail to the Class Teacher or SENCO at a mutually convenient time.

How will the school help me to support my child at home?

The class teacher / SENCO may suggest ways of how you can support your child at home.

If external agencies are involved, then it is likely that recommendations for use in the home will be provided.

Homework may be differentiated according to your child's needs

A home / school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

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

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.

As a school, we follow what is known as the Empowerment Approach – see the school's Behaviour Policy on the school website for further information. This approach aims to support children to become confident, pro-social members of the school community who have both the skills and the intrinsic motivation to do the right thing, whether or not someone is watching. We believe that when children feel better, they do better and the approach is based around adults coaching children to understand themselves and their brains more effectively.

The class teachers have overall responsibility for the emotional and social development of every child in their class. Explicit activities to support children's wellbeing and promote good mental health are woven into the curriculum through the PSHE curriculum. To support the Empowerment Approach, the school have adopted the My Happy Mind programme which focuses on enhancing children's mental health and well-being through various PSHE modules designed to build resilience, self-esteem and positive relationships.

The school has one trained Emotional Literacy Support Assistant (ELSA) who is able to work with children to support the development of emotional literacy. Emotional literacy means understanding and coping with the feelings of self and others; developing high self-esteem and recognising emotions and behaviours. ELSA programmes are adult-led and last for six weeks. Children will be referred by the class teacher based on school and/or home concerns.

The school also has a trained TALA practitioner (Therapeutic Active Listening Assistant)) who is able to offer child-led emotional support. A play therapy approach is used and children are referred by the class teacher as well as parents raising concerns. Parents/carers will always be informed if a child is having ELSA or TALA support in school and signed parental consent is required before support can be offered.

Freegrounds Junior school has a Family Support Coordinator (Michelle Brightwell) who supports families and her role is to offer support, advice, guidance and a listening ear over a whole range of family and parenting issues. The Family Support Coordinator can meet parents and carers in school or visit them at home or outside the school. Michelle also runs the wraparound care Pippins and is well known to many families and children.

Advice can also be sought from the school nursing team regarding personal care such as toileting, sleeping and eating issues and a referral can be made via the Family Support Coordinator.

The Family Support Coordinator and SENCO can seek advice and make referrals for parents from a whole range of agencies such as CAMHS, Primary Behaviour Support services, Young Carers, Simon Says Bereavement charity etc.

Freegrounds Junior School has a vigorous safeguarding policy to ensure the safety of children. The Inclusion lead is the designated safeguarding lead (DSL) and other school staff are also trained. All staff have DBS checks.

The Governors of Freegrounds Junior School are responsible for entrusting a named person, to monitor Safeguarding and Child Protection procedures.

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

The school SENCO holds the National Award for SEN Co-ordination.

When your child joins Freegrounds Junior School the following services may be accessed:

Additional resources that the school can access through the Local Authority / local providers

- Educational Psychologist
- Speech and Language Therapy
- School Nursing Service
- Occupational Therapy
- Primary Behaviour Service
- Children's Services
- CAMHs – Child and Adolescent Mental Health Service

How are the staff in school supported to work with children with SEND and what training do they have?

Every school must employ a special educational needs coordinator (SENCO). At Freegrounds Junior school the SENCO is **Miss Sarah Robinson** who has been a qualified teacher for over 25 years and who is also fully accredited with the SEN qualification '*National Award for Special Educational Needs Coordination*'.

The Head teacher, SENCO and the Governing Body will regularly assess the SEND needs of the staff. This is done through Performance Management Cycles and whole school self-evaluation. Training will be met through whole school INSET e.g. behaviour support or individual training courses.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from our local special school outreach service

How will my child be included in activities outside of the classroom, including school trips?

All children are included in all parts of the school curriculum.

All children are provided with opportunities to be included on school trips with adaptations made to ensure they can be successful which can sometimes mean asking a parent/carer

of a child with challenging behaviour needs or medical needs to accompany the child on an offsite activity.

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 objectives will be sought.

All children have the opportunity to participate in any after-school club and every effort will be made through liaising with parents to include all children.

How will the school prepare and support my child when joining Freegrounds Junior School or transferring to a new class or school?

We have a well-established routine for the transition of children into our school at Year 3 as well as children in Year 6 transitioning to secondary school. We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Extra transition is arranged on an individual basis.

We work closely with the SENCO from Freegrounds Infant school as well as the SENCO at local secondary schools to ensure all relevant information and paperwork is passed on as well as any other school a child is coming from or moving to.

How is the decision made about 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 will require different levels of support in order to close the gap to achieve age expected levels.

Decisions are based upon school-based and outside agency assessments, pupil progress and / or discussions with parents.

Access arrangements (such as a reader, scribe or additional time) for public examinations will be sought following guidelines and criteria from the related Examination body.

How will I be involved in discussions about planning for my child's education?

We are committed to the policy of home-school partnership and acknowledge that the value of parent's views and wishes are of paramount importance.

We recognise that parents know their children better than anyone else and therefore information, which they can supply to the school concerning their child's difficulties, is invaluable and sought after / during liaison meetings.

Where a concern is initiated by a parent, we will discuss this with them at the earliest possible opportunity.

SEND support plans will be shared with parents at least twice during the school year at the Parent Evening consultations held in Autumn and Spring and parents can access their child's SEN plan electronically at any time where they can view the current plan and targets as well as any reviews.

Educational Psychologist Consultation forms are shared with parents and they are invited to record their views on the form. Likewise, parents are invited to the Annual Reviews and may contribute in writing.

Discussions with the SENCO and / or other External Agencies.

Where can I find further information on SEND at Freegrounds Junior School?

At our school the SENCO is **Sarah Robinson** and she is responsible for managing the school's response to the provision which is made for children with SEND. The SEND Governor is: **Nicola Waring**.

The contact details for the SENCO and the SEND Governor are:

Freegrounds Junior School

Hobb Lane

Hedge End

Southampton

Hampshire

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