



PURBROOK JUNIOR SCHOOL

SEND INFORMATION REPORT

Purbrook Junior School is a mainstream school where we strive to support all children to be the best they can be. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve. The information in this leaflet will hopefully provide you with the information you need to make decisions about to best support your child's needs.

If you are considering whether your child should join Purbrook Junior School then please contact the school Admin office to arrange a visit and to meet the SenCo, Miss Corrigan, the Headteacher, Mr Williams or Deputy Headteacher, Mrs Maxwell, who will willingly discuss how the school could meet your child's needs.

Frequently asked questions that parents ask in relation to SEND

How does Purbrook Junior School know children need extra help?

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

- Liaison with the Infant School or the school they have transferred from
- Early identification that the pupil is performing below age related expectations
- Concerns raised by teachers for example about behaviour, lack of progress, speech and language delay etc
- Through termly Pupil Progress Meetings between the class teacher and Headteacher and Deputy Headteacher
- Concerns raised by parents
- Liaison with external agencies ie: children with physical needs
- Health diagnosis through paediatricians.

As a school we measure children's progress in learning against National expectations and age related expectations. Our SenCo, Miss Corrigan, oversees all support and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class. Quality first teaching is the biggest single factor to accelerate rates of attainment and progress. There may be a learning support assistant working with your child either individually or as part of a group; if this is seen as necessary by the class teacher.

What should I do if I think my child may have special educational needs?

If you are concerned, firstly contact your child's class teacher. If you require more information contact our SenCo or Headteacher.

As a school we measure children's progress in learning against National expectations and age related expectations. We track children's progress across the Key Stage (from entry at Year 3 through to Year 6) using a variety of different methods including continual teacher assessment in english and maths, National Curriculum levels and Reading and Spelling ages.

How will the school know how my child is doing?

Our expectation is that every child, regardless of ability, will make two sub-levels of progress in reading, writing and numeracy each academic year. This is a very aspirational target for every child.

Children who are not making expected progress are picked up through regular data analysis by the SenCo and the Deputy Headteacher. Termly review meetings also highlight children who are not making expected progress and discussions take place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

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

The SenCo reports to the Governing Body Standards and Curriculum committee every half term and to the full Governing Body termly, to inform them about the progress of children with SEND across the school. This report does not refer to individual children and confidentiality is maintained at all times. There is a Governor responsible for SEND, Revd Annie McCabe, who meets regularly with the SenCo. SEND is major strand of the School Strategic Plan.

How will I know how my child is doing?

We believe that your child's education should be a partnership between parents and teachers. You are welcome anytime to make an appointment to meet with either the SenCo and/or the class teacher to discuss how your child is getting on. We can then offer advice and practical

ways that you can help your child at home.

- If your child is on the SEND register they will have a Pupil Passport which will have individual targets on. The targets set are SMART (**S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime scaled) with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEN they may be part of an IPA (Inclusion Partnership Agreement), have a Statement of SEN or a PEP (Personal Education Plan), which means that a formal meeting will take place to discuss your child's progress and a report will be written.
- You will also be able to discuss your child's progress with your child's class teacher at the regular Parents' Evenings. Your child's attainment data will be shared with you at these meetings.

Your child's class teacher or Miss Corrigan will always be willing to suggest ways how you can support your child at home.

If your child has behaviour or emotional needs then Miss Corrigan will be able to discuss how to support your child or signpost you to other agencies.

How will Purbrook Junior School help me to support my child's learning?

If outside agencies or the Educational Psychologist has been involved with your child then suggestions and a programme of study are normally provided that can be implemented at home.

How will Purbrook Junior School support my child?

Miss Corrigan, SenCO, oversees all support and progress of any child requiring additional support across the school.

Your child's class teacher will be responsible for the individual needs of the children in the class. Work may be differentiated accordingly to suit the child's individual needs and this may include additional general support by the class teacher or learning support assistant in class.

If your child has needs relating to specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc then your child may be placed in a small intervention group or have an intervention delivered on a 1:1 basis. This will be run by the class teacher or learning support assistant. The length of the intervention will vary according to need but will generally be between half a term and a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for future support to be planned.

Occasionally a child may need more expert support from an outside agency such as the Speech and Language Therapist. A referral will be made, with your consent, and forwarded to the agency.

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum at an appropriate level. This differentiation could be through the task being completely remodelled or through the 1, 2, 3 star challenge approach used in all classrooms across the school. At all times the pitch and challenge of the task is maintained for each pupil

How will Purbrook Junior School match the curriculum to my child's needs?

Learning Support Assistants (LSAs) may be allocated to work with pupils in a 1:1 or small focus group to target more specific needs.

If a child has been identified as having a special need, they will be given a Pupil Passport. Targets will be set according to their area of need. These will be monitored by the class teacher and monitored regularly by the SenCo.

If appropriate specialist equipment may be given to the pupil e.g. specialist chairs, magnifiers, writing slopes, concentration cushions, pen/pencil grips or easy to use rulers and scissors.

How are the school resources allocated and matched to the children's individual special educational needs?

The school receives money on an annual basis to support provision for special educational needs. This is based on the number of pupils on roll who are on the 'SEND register' and this varies from year to year. The money is allocated annually by the Governing Body when setting the school's budget. It is used to pay for staffing and

resources which support children with special educational needs throughout the school. On top of this resource, there may be additional funding from the Government and Hampshire County Council to support individual children on specific programmes.

The decisions about support are based in consultation with the class teacher, SenCO, Headteacher and Deputy Headteacher. Decisions are based upon termly tracking of pupil progress and, if appropriate results of assessments by outside agencies. During their school life, if further concerns are identified due to the child's lack of progress or well-being then other interventions will be arranged.

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

Will my child be included in activities outside the classroom, including school

We make every effort to include all pupils on school trips. Risk assessments are carried out and procedures are put in place to enable all children to participate. We will provide additional adult support if there

is a need to ensure that a pupil can be included on a school trip, this includes residential visits. We will also help prepare your child for any changes in their school day, such as school trips, activities week and sports day.

A variety of after school clubs are offered to pupils. If it is felt that a pupil may struggle at an after school club then support is put in place to enable that child to attend.

The school offers a wide variety of **pastoral support** for pupils who are encountering emotional difficulties. These include:

How does Purbrook Junior School support my child's overall well being?

- Members of staff such as the class teacher, Home School Link Worker (HSLW) and SenCo who are readily available for pupils who wish to discuss issues and concerns.
- Our Emotional Literacy Support Assistant (ELSA) is available to work with pupils who have specific emotional difficulties.
- Our Parent Support Advisor (PSA) is also available to work with both pupils and parents

Pupils with medical needs

- If a pupil has a medical need then a detailed care plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Medicines may be administered in school but only in agreement with parents and carers and when a signed medical consent form is in place to ensure the safety of both child and staff member.

Support for behaviour, avoiding exclusions and increasing attendance

- As a school we have a very positive approach to all types of behaviour with clear reward systems in place in each year group that are followed by staff and pupils. There are also very clear sanctions for children who display poor and unacceptable behaviour.
- If a child demonstrates repeated, behaviours then an Individual Behaviour Managements Plan (IBMP) is written alongside the child, parent and class teacher to identify the specific issues. Relevant support and targets are put in place as a result of this.
- Attendance of every child is monitored on a daily basis by the office staff. Lateness and absences are recorded and monitored on a monthly basis by the SenCo, Deputy Headteacher and Headteacher. Support is given to persistent absentees and exemplary attendance is rewarded.

How will my child be able to contribute their views?

The School Council enables children to express their views on all aspects of school life.

- Children who have Pupil Passports discuss and set their targets with the class teacher

- There is a pupil questionnaire which is carried out biannually where we actively seek the viewpoints of children
- There is a worry box in every classroom which are regularly checked by the class teacher and ELSA and acted upon
- Children who have Statements of SEN, IPAs (Inclusion Partnership Agreements) or PEPs (Personal Education Plans) will have their views sought before any review meeting and will be invited along to the meeting

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

How will Purbrook Junior School prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend a transition session where they spend some time with their new class teacher
- Additional visits are also arranged for pupils who need extra time in their new school.
- Social Stories may be written to help children over the summer holiday
- Meetings can be arranged between the SenCo, new class teacher and parent/carer prior to the child joining the school or moving to a new class
- Secondary school staff visit pupils prior to them joining their new school
- Miss Corrigan liaises with the SenCo from the secondary schools to pass on information regarding SEND pupils
- Where a pupil may have more specialised needs an Inclusion Partnership Agreement (IPA) may be put in place to ensure a smooth transition
- For children moving from Key Stage 1 to Key Stage 2 additional support includes:
 - Weekly afternoon playtimes on the Junior School playground with the Year 3 children
 - Story times with the Headteacher, Deputy Head and Year 3 staff
 - A transition picnic with Year 2 and Year 3 parents invited

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Behaviour Support Team
- CAMHS (Child & Adolescent Mental Health Service)
- Children's Services
- Down's Syndrome Outreach Team
- Educational Psychologist
- Inclusion Team
- Occupational Therapy
- School Nurses
- Specialist Teacher Advisors (Hearing Impairment, Visual Impairment)
- Speech and Language Therapists

What training have staff had or going to have?

- We have a member of staff trained as an ELSA who receives regular support from the Educational Psychologist
- All of our LSAs have had training in delivering reading and spelling/phonics programmes such as precision teaching, paired reading and Rapid Reading
- Different members of staff have received training related to SEND these have included sessions on:
 - How to support pupils on the autistic spectrum
 - How to support pupils with social and emotional needs
 - How to support individual pupils with physical and co-ordination needs
 - How to support Down Syndrome pupils
 - How to support pupils with speech and language difficulties

What training have the staff supporting SEND had or what training are they having at Purbrook Junior School?

How accessible is the school both indoors and outdoors?

As a school we are always happy to discuss individual access requirements.

- The school is on a single level.
- There are two ramps onto the playground to make it accessible to all.
- There is a purpose built disabled toilet and shower room
- There are wide doors throughout the building to make it accessible for a wheelchair
- There is a designated disabled parking space in the car park

All parents are actively encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- During parents' evenings
- During discussions with Mr Williams, Mrs Maxwell, Miss Corrigan or other professionals
- Commenting on their child's Pupil Passport with possible suggestions that could be incorporated.

How are parents involved in the school? How can I get involved?

What should I do if I have a concern about the school's SEND provision?

The first point of contact would be through your child's class teacher to share your concerns. If needed further discussions can be had with Miss Corrigan. Information is also available in our SEND Policy on the school website.

Further advice can also be sought by contacting Parent Partnership (www3.hants.gov.uk/parentpartnership) or IPSEA (Independent Parental Special Education Advice – www.ipsea.org.uk)

Link to Hampshire Offer needs to go here.

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