



SEND INFORMATION REPORT

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This policy is available in large print. Please contact the school office who will be happy to arrange this for you.

Purbrook Junior School is a mainstream school where we strive to support all children to be the best that they can be. In order to do this, many steps are taken to support them through their learning journey. Quality First Class Teaching is vital. For some children, there are occasions when further support may be needed to help them achieve. The information in this report details how we support children with additional needs at Purbrook Junior School.

If you are considering whether your child should join Purbrook Junior School, please contact the school office (023 9225 4577 or adminoffice@purbrook-jun.hants.sch.uk) to arrange a visit and meet our SENCo, Mrs Ashton, the Headteacher, Mr Williams or Deputy Headteacher, Mrs O'Hare, who will willingly discuss how the school could meet your child's needs.

This report should be read in conjunction with the School's SEND Policy Statement.

Contents

1. Jargon Buster.....	3
2. Types of SEND.....	3
3. Identifying children with SEND.....	4
4. Consulting and involving pupil and parents.....	4
5. Assessing and reviewing pupils' progress towards outcomes.....	5
6. Our approach to teaching pupils with SEND.....	6
7. Evaluating the effectiveness of SEND provision.....	6
8. Equipment and facilities.....	6
9. Enabling pupils with SEND to engage in activities available.....	7
10. Supporting emotional and social development.....	7
11. Pupils with medical needs.....	7
12. Support for behaviour, avoiding exclusions and increasing attendance.....	7
13. Supporting pupils moving between phases and preparing for adulthood...	8
14. Expertise and training of staff.....	8
15. Working with other agencies.....	9
16. Contact details for raising concerns.....	9
17. The local authority local offer.....	9
18. Monitoring arrangements.....	9
19. Links with other policies and documents.....	9

SEN information report

1 Jargon Buster

It can be both confusing and frustrating to be part of a discussion when you don't understand the language being used. Hopefully the explanations below of terms and abbreviations used in special educational needs will help.

Abbreviation	Detail
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Coordinator
LSA	Learning Support Assistant
EHCP	Educational Health Care Plan
Learning Plan	Individual education plan
SaLT	Speech and Language Therapy
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
CoP	Code of Practice
OFSTED	Office for Standards in Education
VI	Visual Impairment
IPA	Inclusion Partnership Agreement (IPA)
PEP	Personal Education Plan
IPA	Inclusion Partnership Agreement
IBMP	Individual Behaviour Management Plan
ECC	Every Child Counts

2 The kinds of SEND that are provided for

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/severe/profound and multiple learning difficulties

3 Identifying pupils with SEND and assessing their needs

As a school we measure children's progress in learning against National expectations and age-related expectations. Our SENCo, Mrs Ashton, 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 (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher.

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 also have a strong relationship with the feeder Infant Schools and undertake many transition meetings to ensure that information is shared.

We follow a 4-part graduated approach to assessment following guidelines in the SEND Code of Practice. The four-part cycle consists of assess, plan, do, review. The class teacher is responsible for identifying children within the class who have additional educational needs. If a teacher is concerned about a child, they will follow the Five Step Plan for learning success. If a child has received Quality First Teaching, a short intervention and the outcomes are still not improving then they will consult with the SENCo outlining relevant information about the child's difficulties. The SENCo will use the information alongside a range of assessments and screening tools which help inform the school about the specific interventions that a child may require. These include: The LASS Assessment Tool, The Dyslexia

Screening Test (DST), and BPVSI. The correct use of these tools ensures that the SEND of each child is fully understood and addressed.

If it is decided that the child should be kept on EI (Early Intervention) for the short-term, the class teacher in consultation with the SENCo will plan and implement appropriate support within the class. The child will be monitored closely by the class teacher, LSA and SENCo. If the child is placed on the SEND register the parents will be consulted.

4 Consulting and involving pupils and parents

We believe that your child's education should be a partnership between parents and teachers. As part of our open door policy, 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 Learning Plan (formally known as Pupil Passport) which will have individual targets on. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex SEND they may be part of an IPA (Inclusion Partnership Agreement), have an Education Health and Care Plan (EHCP) and/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 Mrs Ashton will always be willing to suggest ways how you can support your child at home. If your child has behaviour or emotional needs then Mrs Ashton will be able to discuss how to support your child or signpost you to other agencies.

5 Assessing and reviewing pupils' progress towards outcomes

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, termly assessment of reading and spelling ages as well as formal termly assessments.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Concerns identified through termly Pupil Progress Meetings
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

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 identified through regular data analysis by the SENCo and the Deputy Headteacher. Every Child Counts (ECC) meetings which are termly review meetings, are held each term. During these meetings, individual children are discussed and their provision is carefully planned also highlighting children who are not making expected progress and discussions will take place with regards to individual children who are experiencing difficulty and what further support can be given to aid their progression.

As part of the graduated approach and the four-part cycle of **assess, plan, do, review**, the class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their 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.

6 Our approach to teaching pupils with SEND

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 (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher.

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. 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 Learning Plan which is shared with parents/carers. Targets will be set according to their area of need. These will be monitored by the class teacher and monitored regularly by the SENCo.

Examples of adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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

You can find further information with regards to our accessibility on our school website

<http://www.purbrook-jun.hants.sch.uk/wp-content/uploads/2015/01/Accessibility-Plan.pdf>

7 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCo
- Using the ECC process to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

8 Equipment and facilities

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. 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 that have an EHCP.

9 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We make every effort to ensure all pupils participate 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. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Further information can be found in our accessibility policy

10 Supporting emotional and social development

At Purbrook Junior School, we have a Pastoral Team which supports the mental well-being of the children at our school. This is made up of the Headteacher, Mr Craig Williams, Deputy Headteacher, Mrs Emma O'Hare, SENCo, Mrs Vicky Ashton t, Emotional Literacy Support Assistant (ELSA), Mrs Sharon Johnson, and Home School Link Worker (HSLW), Mrs Teresa Ginn. In addition to this, we also have a Parent Support Advisor, Angie Seddon-Ellis.

11 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.

12 Support for behavior, 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 recorded on a daily basis by the office staff. Lateness and absences are monitored on a monthly basis by the Attendance Team. Support is given to persistent absentees.

We have a zero-tolerance approach to bullying. For further information, please use the link below to our website.
<http://www.purbrook-jun.hants.sch.uk/wp-content/uploads/2020/10/Behaviour-Policy.pdf>

13 Supporting pupils moving between phases and preparing for adulthood

When a pupil who is on the SEND register in the school moves to another school or to secondary school, a higher than normal level of contact with the receiving school is initiated so that there is no break in provision for the child. Wherever possible, the SENCo at the receiving school is spoken to directly, on the telephone or in person, and all relevant information is passed on so that the school can prepare for the arrival of the child. This is followed up by the forwarding of all the child's records, ensuring that reports from outside agencies, internal testing results, Learning Plans and all other relevant information is included.

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

- 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
- Mrs Ashton 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

14 Expertise and training of staff

The SENCo has a thorough understanding of SEND through undertaking training courses, research, liaison with a wide range of outside agencies and working with children with additional needs. Mrs Ashton is currently studying for the National Award for SEN Coordination. The SENCo has a clear understanding of the types of SEND in our school and the appropriate interventions that can be utilised to meet these needs. 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

15 Working with other agencies

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. At Purbrook Junior School we currently receive support from the following agencies

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

16 Contact details for raising concerns

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 Mrs Ashton our SENCo. Information is also available in our SEND Policy on the school website. However, if you feel the matter has not been resolved please contact the school to make an appointment with our Headteacher, Mr Craig Williams. 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)

17 The local authority local offer

Our contribution to the local offer is: As part of Hampshire's Local Offer, the school publishes a School SEND Information Report. This is reviewed annually and a copy is available in the school office and on our school website. Having it on the website is a statutory requirement. Both of these will provide more information about what services are available for families with children who have SEND and how they can access them.

Our local authority's local offer is published here: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

18 Monitoring arrangements

This policy and information report will be reviewed by Vicky Ashton, Inclusion Leader and SENCo **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

19 Links with other policies and documents

This policy links to our policies on Accessibility, Admissions, Behaviour and Teaching & Learning.