

Bartley C. E. Junior School SEND Information report

Hampshire County Council's Local Offer of the services for children and Young people with Special Educational Needs and Disability can be found at

http://www.hantslocaloffer.info/en/Main_Page

The New Code of Practice for SEND (Special Educational Needs and Disabilities) commenced from September 2014 (revised January 2015). As we develop our response to the New Code of Practice, this document will be subject to frequent updating.

What is SEND?

SEND is a special educational need or disability. It means that your child has a need that requires additional or different support from the main provision already given in the classroom. For instance despite trying a range of approaches in the classroom, your child may still have difficulty with an area of education and is significantly behind the expectations of their year group and that the school is only able to help them progress through extra support.

Or your child may have a physical barrier to learning, such as visual impairment, or a diagnosed condition which requires additional or different support.

If my child has SEND who will be involved?

These roles are described more specifically under 'How will the school staff support my child?'

CLASS TEACHER

Special needs may have already been identified in a previous school and Bartley C of E Junior School will liaise closely with that school in order to provide continuity of support and care in meeting the individual needs of your child.

Before any SEND are identified your child's class teacher will first make sure your child's learning is suited to them and will adapt the type of task, the way learning is approached, or the way they help motivate your child before seeing the SENCO about the need for anything additional or different. Once SEND has been identified, they will ask you to work alongside them in the setting of targets. They will use any strategies, equipment or approaches identified as helpful to your child's progress and liaise with Teaching Assistants about the progress of your child in class and with any intervention work they are doing with them. Your child will also be involved in this process.

SENCO

The Special Educational Needs Coordinator (SENCO) will help the Class Teacher in identifying children with SEND and consider whether anything else can be tried within the classroom first. Once children are identified, they then liaise with school staff and help with setting appropriate targets and choosing suitable interventions to help your child make progress. They may assess your child to help them do this and seek their view. They also coordinate the intervention from outside agencies such as Educational Psychology or a

Speech and Language Therapist. The SENCO may contact you regarding the outcome of assessments, outside agency involvement or your child's needs or progress.

TEACHING ASSISTANTS

The Teaching Assistants support your child's learning in class, either by directly working with them, or by working with others in the class to allow the class teacher to work directly with your child. They also take children for small group or one to one intervention work, designed to help your child make greater progress.

ELSA

An Emotional Literacy Support Assistant is specifically trained by the Educational Psychology Service and have regular supervision from the Hampshire Psychology Service. They undertake a range of work, all involving helping your child develop their understanding of their emotions and social interactions. This might involve helping them build self-esteem, friendship or anger management skills; simply gaining a better understanding of what emotions are and how to recognise them; or just helping children through a specific emotional difficulty such as bereavement.

HEADTEACHER

The Head Teacher is responsible for leadership and management of all aspects of school.

Bartley C. E. Junior School Local Offer

Bartley C. E. Junior is a mainstream junior school, catering for children from ages 7 to 11. We provide provision for any pupil for whom main stream education is suitable. We are an inclusive school and provide equal opportunities for all. We celebrate the uniqueness of each individual and all children are encouraged to learn independently and co-operatively.

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?

Class Teachers continually monitor your child's progress within a lesson and from their marking, and note progress made and who requires support. If your child is therefore not making progress within lessons, their class teacher will have adapted the provision made for them (as part of normal classroom practice). If this provision has not helped your child make adequate progress then they will be discussed with the SENCO as to whether they have a special educational need.

The SENCO and assessment leader also review progress on school tracking data each half term, when every child's progress is formally reviewed in relation to how well your child is working towards meeting their end of year expectations. Pupil Progress meetings are also held termly within year groups. Both of these help keep track of your child's progress. If your child is having emotional or behavioural difficulties, the frequency and nature of these may be tracked over some time to try and identify patterns and triggers behind them.

If you have concerns that your child has special educational needs you should initially talk to their class teacher. The concerns may need referring if your child is still not making progress to the SENCO. Our SENCO is of course happy to discuss any matter relating to SEND with you.

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

If your child has been identified with a special educational need and is receiving a one to one intervention, the Class teacher and SENCO will track progress to see if they are making progress that is closing the gap between their present attainment and the majority of their peers. Where the concern is behavioural or anxiety based, we would want to see evidence that the frequency of difficulty is lessening and the child is becoming more confident and/or relaxed and able to learn.

From September 2017 if your child has been identified as having a special educational need they will have a Rapid Action Plan (RAP) focusing on additional and different provision for them within the classroom (high quality inclusive teaching) and how parents can complement this provision at home. A letter with this plan will be sent to you at the beginning of each half term. Many children will also receive a letter at the beginning of each half term about specific academic intervention or interventions and/or targeted time with our ELSA that they are receiving. This replaces the additional Support Plan (ASP) we used to have. At the beginning of each term teachers will arrange for your child to complete a pupil passport and ask you to attend a meeting where the pupil passport will be one of the focuses of discussion. Here targets can be discussed and reviewed in person with you, successes and concerns shared and a joint approach to helping your child progress and be happy made. The timetable for this is below.

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| Autumn 1 By end of the second week a Rapid Action Plan (RAP) is sent home via parent mail (or post if parent mail is not available). If applicable a letter about the child's planned intervention will accompany that. Parents are invited in to meet with the teacher to discuss the child's needs and progress, review and plan. Pupil passports are part of that process. |
| Autumn 2 By the end of the first week RAP sheets are sent home (with intervention letter if applicable). |
| Spring 1 By the end of the first week RAP sheets are sent home (with intervention letter if applicable). Parents are invited in to meet with the teacher to discuss the child's needs and progress, review and plan. Pupil passports are part of that process. |
| Spring 2 By the end of the first week RAP sheets are sent home (with intervention letter if applicable). |
| Summer 1 By the end of the first week RAP sheets are sent home (with intervention letter if applicable). Parents are invited in to meet with the teacher to discuss the child's needs and progress, review and plan. Pupil passports are part of that process. |
| Summer 2 By the end of the first week RAP sheets are sent home (with intervention letter if applicable). |

In addition to specific meetings set up between you and the class teacher and/or SENCO, at parents evening a longer session will be given to those children on the register for SEND.

Your child's Class Teacher is available to discuss your child's progress and to share information about what is working well at home and school so similar strategies can be used.

How will the school staff support my child?

In the first instance your child's Class Teacher gives excellent targeted classroom teaching, also known as High Quality Inclusive Teaching.

Your child's class teacher will:

- have high expectations for your child and all pupils in their class;
- base their teaching on building on what your child already knows, can do and can understand;
- adapt their teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning;
- have carefully checked on your child's progress and decided if your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress;
- write your child's Rapid Action Plan which is set every half term;
- consult with the SENCO regarding specific academic intervention or intervention for social, emotional or mental health difficulties;
- have specific strategies in place to support your child to learn.
- use additional or different strategies for motivation and management of your child's behaviour (if appropriate).

If your child has been identified as needing SEN Support they will receive specific intervention that is different or additional to the expectations described above. This intervention may be decided by the class teacher or SENCO. It could be in a small group or one to one with your child, done in or outside of the classroom and is most likely to be delivered by your child's teaching assistant or class teacher.

For some children, in addition to the support outlined above, the school will have received advice and directions from an outside agency, such as an Educational Psychologist, Speech Therapist or Behavioural Support Service. At this stage your child's intervention is more likely to be directed from the SENCO and more formal assessments to track your child's progress would take place.

Your child's SENCO will:

- ensure your child receives a consistent, high quality response to meeting their needs in school;
- liaise with other people who may come into school to support your child's learning, such as an Educational Psychologist or Speech Therapist;
- ensure that you are involved in your child's learning, kept informed about the support being received and involved in reviewing their progress;
- recommend interventions to match your child's needs and the subsequent targets;
- make sure there are excellent records of your child's progress and needs;
- provide specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

- look strategically at the school's wider provision in relation to its impact of children with SEND.

Teaching Assistants in school will:

- support other children's learning in the class allowing your child's class teacher to focus on them;
- support your child's learning by such means as further questioning, modelling, use of practical equipment to aid understanding;
- inform the class teacher and SENCO of your child's progress and further areas requiring support;
- run specific group work which is overseen by the class teacher or SENCO;
- provide one to one intervention work.

Your child's Head Teacher is responsible for the leadership and management of all aspects of school, which includes the support for children with SEND. Whilst giving responsibility to the SENCO and class teacher, the Head Teacher is still responsible for ensuring your child's needs are met. Part of this is keeping the Governing Body up to date about any issues in the school relating to SEND.

Your child's SEND Governor is responsible for making sure that the necessary support is made for any child who attends the school who has SEND.

Where a child also has social, emotional or mental health difficulties, so everyone has a consistent approach, the wider school staff, may be informed of strategies and approaches to use with your child, should they encounter them experiencing difficulty.

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

The Class Teacher ensures all children have access to good to outstanding teaching and that the curriculum is adapted to meet your child's needs. After checking on the progress of your child, resources may be adapted and particular aspects of work be targeted. Nearly all children with special educational needs will follow the main curriculum.

In mathematics and English, where a child has an aspect of knowledge and understanding that is very significantly behind where the expectation is for their age and these gaps in their understanding are a barrier to their progress with the rest of their class, they may have concentrated learning to address these needs over a short period of time.

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

If your child continues to make inadequate progress, despite High Quality Inclusive Teaching targeted at their areas of weakness, the class teacher, working with the SENCO, will assess whether the child has a significant learning difficulty. Where this is the case, in consultation with you, the agreement about the SEN support that is required to support the child will take place.

If your child has been given an Educational and Health Care Plan expectations of the nature of support and how much support they receive will be stated within it and reviewed annually.

If your child presently has a statement, this will be changed when your child is in year 6 into an Educational and Health Care Plan, by way of a process called Transfer Review.

The criteria for being on the SEND register is outlined presently by Hampshire County Council's document SEN Support in Mainstream schools.

The types of SEND that your child may be registered as having difficulty with are broadly recorded as one of the following areas, as outlined from The New Code of Practice for SEND:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

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

As an inclusive school every child will have opportunity to access all areas of the curriculum. Therefore provision for trips and activities will be adapted to individual needs. Any child needing very specific help will have this discussed between school and home.

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

The emotional and social development of all children is as important to Bartley C.E. Junior School as academic progress. Unless children are happy, learning does not take place well. Class Teachers phone home and are ready to meet you to discuss child's needs and we have an open door policy. Our school has a good history of helping children who are struggling with emotional difficulties settle in school and a significant part of this success is working closely with home.

If your child has specific emotional needs they are likely to work with an Emotional Literacy Support Assistant (ELSA), either individually or in a small group on aspects such as self-esteem, friendship, anger management, or managing something specific such as a bereavement. ELSAs are well trained by the Educational Psychology service and attend regular update and support meetings. With your permission, we sometimes use a service providing similar support from Youth and Families Matter, from Testwood Baptist Church.

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

Presently, we have one fully trained Emotional Literacy Support Assistant (ELSAs), and one teaching assistant starting her ELSA training as of September 2017. Our fully qualified ELSA is booked on counselling course this year, which will add an invaluable asset to her provision.

The SENCO has expertise in a variety of areas of Special Educational Need, as do Teaching Assistants. Specialist services and expertise regularly accessed by the school are Educational Psychology, Autistic Spectrum Disorder outreach (Forest Park), advice from

Specialist Child and Adolescent Mental Health Services (CAMHS), Behavioural Support from the Clifford Centre and Speech and Language Therapy (SALT).

Some children have support from specialists such as the Visual Impairment Teaching Advisory Service or Occupational Therapy.

Whatever your child's need we will endeavour to work closely with people who can help us remove barriers to their progress.

How accessible is the school both indoors and outdoors?

Our school building was built in 1939 as a Secondary School. Although adaptations have been made to cater for children with poor visibility, hand rails placed by steps, and disabled parking bays, toilet and wheel chair access to one of our entrances put in place, our building has steps at all other entrances, and steps within each corridor and stairs to years 5 and 6. Regrettably our building is therefore not suitable for pupils requiring wheel chair access.

After school provision and extracurricular activities are accessible to all children who attend Bartley C.E. Junior School. Due to the number of pupils bussed into school, we have a focus on lunch time clubs.

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

If your child has been identified as having a special educational at the beginning of each term you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. In our experience, the closer home and school work together, the better the outcomes are for your child.

If we consider we need to refer your child to a specialist professional, such as an Educational Psychologist, you will be asked to give your permission. All information from professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

The Rapid Action Plans and specific interventions planned for your child can be reviewed with your involvement each term when attending the meetings requested by the class teacher or at an additional meeting made at your request.

Where it has been agreed as being useful for you and your child, a home/school contact book may be used to support communication with you.

Before your child starts school there is a New Intake evening which allows you to meet key staff and your child's teachers. Each year there is a Meet the Teacher evening early in the autumn term, and Parents Evening in the second half of the autumn term, where parents of children with additional support plans are given a longer time. There are termly opportunities for parents to come in and look through their child's work with their child in the summer term.

In light of the 2014 SEND New Code of Practice, we are keen to continue developing and improving ways to involve and engage parents with the provision their child receives.

If you are able to give any of your time to help in school, Class Teachers will be pleased to match your time and abilities to children's needs. Other ways to become involved in the

school are to become a member of the Parent Teachers Association or becoming a School Governor.

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

We have well established transfer arrangements with our main linked schools from the Oaks Federation (Copythorne C.E. Infant School, Netley Marsh C. E. Infant School and St Michael's and All Angels) where the year 3 Year Leader and SENCO visit the school and then the children experience an initial morning at Bartley followed by a sports morning. Additional transfer arrangements will depend on the children's needs but commonly include additional visits, booklets being made with key members of staff identified and time spent getting to know key staff such as our ELSAs at both the feeder school and at Bartley C.E. Junior. Every year additional visits to Hounslow Secondary school and sometimes Testwood Secondary School for some of our pupils are arranged. Children who require further transition arrangements, such as ELSA meetings to exchange notes, or further pupil visits are arranged as needed.

If your child is coming from a school, or going to a school outside of our main cluster the SENCO and relevant teachers liaise with Staff from these schools in a similar way. It is important to us that your child arrives to us and moves on to a new setting confident and happy, with staff well informed of their needs.

How is my child consulted on their provision and progress?

Your child's voice about their needs and provision is important. We might obtain that by pupil conferencing (where the Class Teacher, Teaching Assistant or, SENCO ask them questions or ask them to rate certain things on a scale) or by asking for their input into their Rapid Action Plans every term through the pupil passport.

Where the Rapid Action Plans are not developed with the child they will be shared and explained.

If a child with an Educational Health Care Plan or Statement has an annual review (or we are trying to obtain an Educational Health Care Plan) your child will be asked to answer questions on a questionnaire, show how they feel about aspects of school on scales (1-5) and have the opportunity to take photographs and write captions for these to show how they are getting on at school.

With your permission, outside professionals like an Educational Psychologist may also spend time gaining your child's perspective on their learning and school life.

What training has the staff supporting SEND had or had, or what training are they having?

In the last academic year we continued to focus on the deployment of teaching assistants and how to transfer learning from interventions into the classroom and on the use of concrete apparatus and pictorial representations, especially in the light of our new mathematics scheme, Maths No Problem.

In the autumn term of 2017, the school is focusing on enhancing our creative curriculum. One focus will therefore be that in our new plans the needs of children with SEND are well considered and opportunities to enhance English and mathematics skills through the curriculum are provided.

Individual Class Teachers and Teaching Assistants attend training courses run by outside agencies that are relevant to the needs of specific children in their class, or important to their general training.

Our English and Mathematics Leaders regularly attend the Teaching Assistants meetings to ensure they are kept up to date with the expectations for learning in class. The SENCO and Teaching Assistants share practice and train new Teaching Assistants on how to undertake interventions such as Rapid Reading, an interactive computer based reading programme.

All staff, including Teaching Assistants coach one another, which means sharing detailed observations of how we have worked with pupils, to help us reflect on what is being successful and any areas which can be further improved.

Our ELSAs attended termly ELSA circles, where ELSAs from local schools and an Educational Psychologist have space to consider present difficulties and jointly problem solve.

Our SENCO (B.Ed., M.Ed., NASENCO) has attended and received training on many aspects of SEND, and whilst our SENCO's experience means she was not required to complete the SENCO National Award, she completed this course in 2016 to ensure our approaches are up-to-date.

How our school links to the local authority local offer.

Information about our school can be found on the Hampshire's Local Offer Website.

Who can I contact for further information?

If you have initial concerns about a child already attending our school, please contact their class teacher in the first instance.

Otherwise contact our SENCO Mrs Doyle either by phoning the school number (023 8081 2173) or emailing her at michelle.doyle@bartley.hants.sch.uk

Our Governor for SEND is Polly Herbert who is responsible for making sure that the necessary support is made for any child who attends the school who has SEND, can be contacted via the School Office.

If you have seen school staff and are not satisfied, please contact the Head Teacher Miss Stonehouse.

- You may wish to contact Support4SEND (previously called Parent Partnership Service) These provide impartial advice, information and support to Parents and Carers of children and young people with special educational needs (SEND) throughout Hampshire. Their service is available to all families for whom special educational needs play a part.
Telephone: **01962 845870** (Monday to Friday 9am to 5pm)
Email: enquiries.support4send@hants.gov.uk

Address: Hampshire County Council, Children's Services, The Castle, Winchester SO23
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