

SEN Information Report Droxford Junior School

Droxford Junior School is a mainstream school which strives to provide the best learning opportunities for all children. Our core values promote an inclusive school community. The school, including the governing body, recognise that all children are individuals who have different learning needs. We work hard to ensure all children are given the right balance of support and challenge.

The purpose of our school's SEN Information Report is to inform parents and carers about the support and provision we make available to children with special educational needs and disabilities and how we plan for and reflect on effective practice. It links to Hampshire's Local Offer.

Who is our Special Educational Needs Co-ordinator (SENCO) and how can she be contacted?

My name is Mrs Greenwood and I am the SENCo at Droxford Junior School. I can be contacted either through calling the school office on 01489 877537 or emailing senco@droxford.hants.sch.uk

What types of SEN do we provide for?

Droxford Junior School is an inclusive school where all children's welfare and wellbeing is valued as the highest priority. We believe that children thrive when they know they are cared for and that we believe in them developing to their highest potential. We provide for children with SEND in the following areas:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical needs

We understand that a child may have more than one type of SEN.

How does our school identify and assess SEND?

If children come to our school with an identified special need we will gain as much information as we can before they start so that we can provide the most appropriate support and make sure this is in place before start at Droxford. Children who have EHCPs prior to joining us may be visited in their infant schools and additional visits to us can be planned. We will also arrange additional meetings with parents/carers and the team around your child so that we can continue their tailored curriculum learning experiences and ensure we are best placed to support your child's needs. Transition arrangements are planned so that infant school staff and junior school staff are well aware of individual children's needs, strengths and difficulties.

Through monitoring, observing and assessing a child's needs, staff work together with the SENCo to put in place appropriate support and provision. We track the progress of all children, and where expected progress is not being made, steps and interventions are put in place to support areas of need. When we all agree that additional support is needed we aim to work together to agree targets and identify specific support to be put in place. At this point we will create an individual pupil support plan, which will be shared and reviewed termly by all of us – pupils, parents/carers and school staff. With parental agreement, we may make observations and involve external agencies to provide support and advice. We will always

ensure your child's views and opinions are reflected as well as your own in any discussions. This level of provision is called SEN Support.

If, over time, SEN Support provision is not sufficient in meeting the needs of your child or a more complex SEND requires increased levels of support, an Education Health Care Plan (EHCP) can be investigated. Mrs Greenwood (SENCo) coordinates SEND provision, liaising with parents, school staff and specialist advisors from the local authority and health service and will speak with you about the need to apply for this. Parents can also make applications themselves. If a child has an EHCP, annual review meetings involving your child, family, teaching team and any professionals involved will be held in addition to termly progress reviews. At points of transition, infant or secondary school SENCOs/teachers may be invited to attend also.

If parents/carers have any concerns at all regarding the progress of their child, or believe they may have an area of special educational need, then we would urge them to talk to the class teacher in the first instance, SENCo or Head teacher.

What is our approach to teaching children with SEN?

Our approach to teaching children with SEN is the same as that which we use to teach all children. At Droxford, we pride ourselves on our innovative and creative curriculum, using distinctive curriculum drivers to provide meaningful context for our children who learn in the South Downs National Park. These engaging, motivating and challenging enrichment opportunities aim to inspire all learners and reduce barriers to learning for those with SEN. We make sure that our classrooms are motivating and stimulating, that teachers are well informed on the nature of the SEN within their class and plan according to children's needs. Our teaching is adapted continually to ensure access for all children and to incorporate advice from specialist practitioners and outside agencies.

How do we adapt the curriculum and learning environment?

Adaptations are made through consideration of individual learning needs. We also make sure that children have resources to help them learn, including ICT provision, move 'n' sit cushions, visual prompts, handwriting slopes, pencil grips and specialist scissors, and resources or text produced on coloured paper, where this is helpful.

We have an accessibility plan, which lays out how our school is organised and how it has been adapted for children with SEND. The school is mainly single storey but does have a number of different levels. Our Computing suite is on a mezzanine floor. Wheelchair access has limitations but access to classrooms, hall and toilets is possible. There is currently one accessible toilet for children and adults. There is a designated disabled parking bay. Reasonable adjustments have been made to improve accessibility.

Where children have individual targets, these will be supported within lessons by the class teacher or a teaching assistant (TA); others may be supported outside of a lesson through a specific intervention programme.

The social and emotional wellbeing of our pupils is paramount and we have worked to develop and maintain a strong community ethos. Personal Development Learning (PDL)

provides the opportunity for children to discuss issues such as low self-esteem, positive relationships and teamwork. We have a trained Emotional Literacy Support Assistant (ELSA) who is able to offer additional support. Where necessary, specific plans may be put in place to support a child's wellbeing.

Children with SEND may be entitled to different considerations for testing. Please feel free to speak with your child's teacher or SENCO about your child's eligibility. Access arrangements may include separate testing rooms, a scribe, a reader, rest breaks or additional time.

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

We understand the benefit of education outside of the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any trips, a pre-visit is made by staff and a risk assessment is carried out, which considers the needs of children with SEND, making adaptations where necessary. We will meet with parents to discuss concerns and additional support that may be required well in advance.

We aim to ensure all children have the chance to be part of lunch time or after school clubs and plan groupings to consider a range of children's needs.

Teaching and learning activities within the classroom or outside environment are designed to ensure that children with SEND are able to access, be fully included and enjoy their curriculum experiences.

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

We work closely with other professional services who lend their expertise to help the school and parents find more effective ways of supporting children and families. We may use the services of:

- Educational Psychologist
- Specialist Advisor Teachers
- Therapists including Speech and Language, occupational therapy and physiotherapists
- Primary Behaviour Service
- Health Services, including the School nursing team, wellbeing practitioners and CAMHS
- Outreach Services
- Family Support Services
- Early Help services
- County Advisors

We have a SENCo overseeing the provision within the school and an effective team of teaching assistants; training is ongoing to ensure the school is kept up to date with any changes and priorities. The training needs within the school reflect the needs of the staff and children we work with. Our SENCo meets regularly with SENCOs from other local schools, to share best practice and updates to service. These meetings are chaired by an Educational Psychologist.

Our SENCO supports staff with planning and ensures that recommendations from professionals have been implemented. Timetabled staff meetings have a SEND focus where we make sure that teachers and teaching assistants have an awareness of the different special educational needs and disabilities of children in our school, that they are able to plan and teach/support lessons which meet the needs of all children and that they understand the social and emotional needs of children with SEND. Training may be from an external provider, tailored and delivered 'in-house' or from specialist outside agencies such as Educational Psychology or outreach services.

How do we prepare and support my child to join us, or to transfer to a new school?

Teachers and the SENCo meet with infant school teachers and SENCos to conduct a thorough transition so that all information regarding provision is transferred. Pupils are invited into school to spend time in their new classes. The SENCo will also invite parents of children with an EHCP to look round the school and have a detailed conversation about provision. We can then arrange additional transition support where children and families may benefit from this – for example, this may be additional visits at different times of day, additional contact with new teachers or support staff, social stories, class/older pupil buddies.

We meet with parents of children with SEN to support them to make confident choices for their secondary schools and discuss the different settings available in the area. For children with EHCPs, Winchester SEN may also be involved in this discussion and decisions regarding secondary schools are made earlier (usually in the summer term of Year 5). The SENCo and class teachers meet with secondary school SENCos and family support workers to transfer information regarding provision. All relevant documents and information will be transferred to the relevant secondary schools.

When a child moves up to the next class, we organise "Hand-Over" meetings where teachers and support staff make sure that the new teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children. Children will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them. When a child comes to our school in the middle of a term, we plan a range of support depending on the particular needs of each child.

How do we evaluate the impact of SEN provision?

The SENCo measures the impact of interventions to see how effective they are. The Senior Leadership Team and SENCo monitor pupil progress termly and pupil progress review meetings help teachers understand next steps for their children. The SENCo reports termly to the governing body and we report on the impact of SEN provision in our School Development Plan and make changes where we feel things are not working well.

How do we handle complaints of children with SEN made about provision at the school?

If you are unsure about any of the support or provision being made for your child, please do not hesitate to contact the school office to make an appointment with their class teacher or

SENCo. If you feel your concern is not resolved through this process, please refer to our complaints procedure which can be found on our school website or using the link below: <http://droxfordjunior.co.uk/wp-content/uploads/2020/01/Complaints-Policy-and-Procedure-012018-FINAL.docx.pdf>

A hard copy can be made available – just ask at the school office.

Who can young people and parents contact if they have any concerns?

Hampshire SENDIASS is an impartial service offering guidance and support to families of children with special educational needs and disability: <https://www.hampshiresendiass.co.uk/>

Hampshire SEN team can also be contacted by telephone on 01962 846569 or by email: Winchester.sen@hants.gov.uk

When will this SEN Information Report be updated?

Annually – the SEN Information Report will be updated in Autumn 2022.