



SEND Information Report Droxford Junior School 2023-24

Droxford Junior School is a mainstream school which strives to provide the most meaningful 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 and teaching and learning must be adapted to ensure all children are given the right balance of support and challenge. The purpose of our school's SEND 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 – please [click here](#) to view.

Who is our Special Educational Needs Co-ordinator (SENCO) and how can they be contacted?	Philippa Burrell is the SENCo at Droxford Junior School. She can be contacted either through calling the school office on 01489 877537 or emailing senco@droxford.hants.sch.uk . Our head teacher is Matthew Dampier and our SEND Governor is June Kershaw.
What types of SEND do we provide for?	<p>Droxford Junior School is an inclusive school where all children's welfare and wellbeing are 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:</p> <ul style="list-style-type: none">• Cognition and learning, including specific learning difficulties such as dyslexia or dyspraxia• Communication and interaction, including autism spectrum condition and speech and language disorders• Social, emotional and mental health, including ADHD• Sensory and/or physical needs, including processing difficulties or vision or hearing impairment• Moderate and multiple learning conditions <p>We understand that a child may have more than one type of SEND.</p>

<p>How does our school identify and assess SEND?</p>	<p>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 that children are well supported in transition. Children who have EHCPs, or are identified as needing additional support prior to joining us, may be visited in their infant schools and more 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 best support your child's needs.</p> <p>Through monitoring, observing and assessing a child's needs, staff work together with the SENCo to put in place appropriate support and provision. Baseline assessments, observations, referrals from parents and self-referrals from children can also be used as part of a building a picture of a child's needs. Class teachers track the progress of all children, and identify those whose progress is assessed as:</p> <ul style="list-style-type: none">• significantly slower than that of their peers• significantly differing from the child's previous rate of progress• widening the attainment gap <p>This can relate to any area of learning, including social and emotional progress. Where expected progress is not being made, steps and interventions are put in place to support areas of need. This does not necessarily mean the child will be recorded as having SEND.</p> <p>In partnership with parents/carers, we will create an individual pupil support plan, called 'My plan' which will be shared and reviewed termly by all of us – children, 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 SEND Support.</p> <p>If, over time, SEND 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 explored. 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.</p>
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<p>What is our approach to teaching children with SEND?</p>	<p>Our approach to teaching children with SEND 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 SEND. We focus on learning both in and from the outside.</p> <p>Class teachers are responsible and accountable for the progress of children in their class with SEND. High quality teaching is the basis for responding to children with SEND. Teachers plan according to children’s individual needs and make appropriate adaptations. They may plan for children to be taught in a range of different ways in order to achieve specific outcomes. This provision may include adaptations to learning resources and materials, in-class support (led by the class teacher or teaching assistant), small group support or 1:1 context, staff development training and adaptations to ensure access, incorporating advice from specialist practitioners. Where appropriate, personalised provision or curriculums are followed.</p>
<p>How do we adapt the curriculum and learning environment?</p> <p><i>Please see our Accessibility plan for further adaptations to the environment.</i></p>	<p>Adaptations are made through consideration of individual learning needs. We make provision for:</p> <ul style="list-style-type: none"> • accessibility aids, such as writing slopes, pencil grips, coloured paper, laptops, visual timetables • adaptations of staff and resources • adaptation of curriculum (group sizes, context, more meaningful content) • adaptation of teaching approach (consideration of longer processing times, questioning and reporting styles, pre-teaching strategies, social and emotional interventions and ongoing nurture support) <p>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 and reasonable adjustments can be made, including the relocation of classrooms. 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 and advice from the LA has been taken.</p> <p>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</p>

	<p>testing rooms, a scribe, a reader, rest breaks or additional time. This is not the case for every child on SEN Support.</p>
<p>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</p>	<p>All our extra-curricular activities are available to all children and we aim to plan groupings to consider a range of children’s needs. All trips are planned and risk-assessed thoroughly and the needs of any children with SEND are considered prior to the trip – as parents, please talk to your child’s class teacher if you are concerned about any aspect. Many reasonable adjustments can be put in place.</p> <p>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.</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>The SENCo has the National SEN Coordination Award and eight years’ experience as a primary SENCo and seeks professional development opportunities regularly. 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:</p> <ul style="list-style-type: none"> • 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/Social Care • County Advisors <p>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, alongside the SLT. Teaching staff complement their professional knowledge through external training courses.</p> <p>Training around ADHD, autism, precision teaching, phonics, mental health and wellbeing and specific ELSA training have been recently undertaken and specialist occupational therapists, speech and language therapists and family therapists have guided teaching staff in continuing children’s specialist programmes.</p>
<p>How do we prepare and support my child to join us, or to transfer to a new school?</p>	<p>Teachers and the SENCo meet with infant school teachers and SENCos to conduct a thorough transition at phase transfer from KS1-KS2. Children 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</p>

	<p>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 children buddies.</p> <p>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.</p> <p>The SENCo and class teachers meet with secondary school SENCos and family support workers to transfer information regarding provision for all our Year 6 children, and spend detailed time with those with SEND, sometimes through a Transition Partnership Agreement, involving families, children and teaching teams. All relevant documents and information will be transferred to the relevant secondary schools.</p>
<p>How do we evaluate the impact of SEND provision?</p>	<p>Class teachers evaluate the progress of all children in their class termly. The Senior Leadership Team and SENCo monitor pupil progress termly through pupil progress review meetings which help teachers understand next steps for their children. We also use pupil conferencing. During termly SEND assess, plan, do, review meetings, teachers and the SENCo review the impact of interventions and make judgements made on assessments of needs for next steps. Annual reviews are held additionally for children with EHCPs. The SENCo reports termly to the governing body and we report on the impact of SEND provision in our School Development Plan and make changes where we feel things are not working well.</p>
<p>How can I raise a concern about SEND provision at the school?</p>	<p>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.</p> <p>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: https://www.droxfordjunior.co.uk/attachments/download.asp?file=191&type=pdf</p> <p>A hard copy can be made available – just ask at the school office.</p>
<p>Who can young people and parents contact if they have any concerns?</p>	<p>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/</p> <p>Hampshire SEND team can also be contacted by telephone on 01962 846569 or by email: Winchester.SEND@hants.gov.uk</p>

The SEND Information Report will be updated annually.