

Special Educational Needs at Horsell Junior – Our Offer

How does the school know if children need extra help and what do we do if we think a child may have special educational needs?

- Class teachers, subject leaders and the senior leadership team, monitor the progress of all pupils regularly so that when a child is not making expected progress in a particular area of learning the school can identify the need for additional support. Pupil progress meetings are held half termly. This will then be discussed with parents/carers and the pupil concerned.
- If parents have any concerns regarding the progress or attainment of their child they should in the first instance speak to the class teacher or head of year to discuss their concerns. The Special Needs Coordinator is available on a Thursday morning and a meeting can be arranged by appointment.

How will school staff support your child?

- When the school identifies a need for additional support to enable a pupil to make the expected progress the parents/carers will be invited to a meeting at the school with the class teacher and the SENCo, if appropriate, to draw up a plan of support.
- The individual education plan (Pathway Plan) will outline the provision in place, what outcome is expected, who is providing it and for how long. The Pathway Plan will be reviewed termly.
- Our school provision map shows the range of interventions in place in our school, which we use to support children.
- All interventions are monitored closely for impact and are modified when necessary.
- Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND (Special educational needs and disability) and they receive reports from the SENCo on the progress of pupils with SEND.

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

- All teachers are provided with information on the needs of individual pupils so that they can plan the learning within the curriculum to ensure that all pupils are able to make progress. Teachers are regularly provided with training to support them in providing for pupils with SEND.
- We have strong links with specialists in SEND who come in to our school to support staff in ensuring all pupils can access the curriculum.

- We regularly share progress with our learners and this includes informing families of next steps through target setting, parents' evenings, reports and Pathway Plans. These next steps are individual to each child.

How will both the school and parents know how a child is doing and how will school help parents to support their child's learning?

- Parents/carers will be invited to a termly meeting to discuss the support that the school is providing and how they can help their child at home.
- At this meeting we will talk about the progress your child is making and share ideas about how we can together help them to do even better.
- Parents with pupils with SEND will be given opportunities to talk to specialist services about their child at meetings.
- We are broadening the support we are offering to families by hosting a number of learning events to help parents/carers learn how they can best support their child's needs.

What support will there be for your child's overall well-being?

- All pupils are supported with their social and emotional development through the curriculum and at playtimes.
- All our staff are trained regularly to provide a high support of pastoral support.
- We have a behaviour policy in place, which outlines clear guidance on expectations, rewards and sanctions.
- Relevant staff are trained to support medical needs and in some cases all staff receive such training for example Epi-pen training.
- Learner voice is central to our ethos and this is encouraged in a variety of ways such as electing their own school council representatives and house captains as well as having a rights and responsibility team.
- Interventions are in place to help selected children with life skills such as anger management and social communication.
- Selected children have a mentor that they can meet with regularly.
- Some children are given the opportunity, where necessary, to see our school councillor/play worker that comes in weekly.
- We have a strong links for transition with our local feeder schools.

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

- All of our teachers hold qualified teacher status and many of our staff are training to work in specialist areas of special educational needs.

- We have a number of established relationships with professionals such as Speech and Language therapists, Freemantles (a local school for Autism), Educational Psychologists, paediatricians and behavioural support and occupational therapists.
- All external partners we work with are vetted in terms of safeguarding.

What training are the staff supporting children and young people with SEND had or are having?

- Our Special Needs Co-ordinator (SENCo) is a qualified and experienced teacher.
- We build special educational needs into our annual training programme. Therefore, we regularly invest time and money in training all of our staff to improve provision and enhance skills and knowledge, as well as to update them on matters regarding SEND.
- Teaching assistants are encouraged to train in a specialist area e.g. autism, speech and language, EAL and emotional well-being.

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

- Our Inclusion Policy promotes all of our learners accessing the curriculum including activities outside of the classroom.
- Where applicable children are prepared for trips before they go, this could include further visits by staff, additional meetings with parents/carers and social stories.
- Individual risk assessments are carried out for vulnerable children to ensure their needs are met.

How accessible is the school environment?

- We have an accessibility plan in place, which is updated annually in our efforts to do our best to meet the needs of all of our learners.
- We value and respect diversity in our school and we build this in to our school's ethos.
- We monitor the languages spoken by families of the pupils at our school. We provide topic vocabulary to children with SEND and EAL in advance.
- All staff and Governors are responsible for the learning environment created, which we endeavour to keep tidy, clear and safe.
- There is wheelchair access and disabled toilets.

- Interventions are in place to support children access the whole of the school environment; for example, Superflex is an intervention to support behaviour and communication.
- Our building is on ground level and there are no flights of stairs to manage.
- The school swimming pool is on site and can be used all year.

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

- Induction is important to us and we invest time in welcoming new children and their families to our school.
- Children in year 2 spend time at our school before joining in year 3.
- All year 2 children are given a year 5 buddy. Their buddy will visit our main feeder school in the summer term. This buddy system will remain in place for all of year 3.
- Children coming from other schools will be given a buddy and will meet them on planned visits to the school.
- We have excellent relationships with our feeder settings to help the children join us and then to move on; class teachers from the different settings will meet annually.
- Year 6 children have lessons at the High school and their staff visit us in order to assist with the transition. Children with SEND are invited for extra transition sessions to help with the change of setting.
- All the information on children with SEND is passed on to the new setting. SENCo's will hold meetings with each other to do this; parents are invited along to meetings at this time.
- Our curriculum also helps to support children in changes and moving on.

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

- Budgets are closely monitored and aligned to the School Development Plan.
- We regularly measure the impact of our interventions against the cost to ensure we are getting value for money. The school's provision map includes costings.

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

- We expect all our teaching staff to deliver high quality lessons and ensure that every child can access the curriculum and is supported to do so. They will adapt lessons and resources for the children in their class.
- Regular and robust monitoring of progress is in place and teachers will decide if children need extra support, such as extra guided teaching sessions. Parents will be informed so that they may help support their child at home.
- At pupil progress meetings children who are making slow progress despite the above are identified. Head of years and senior leaders will decide what extra groups are happening in the school, which could help to support the child, for example Lexia, phonics or handwriting. Outcomes will be defined at the start and this will be monitored for impact.
- If a teacher or parent has serious concerns about the lack of progress or support a child is receiving they should discuss these concerns with the SENCo. The SENCo will also be monitoring the progress of all children in the school. At this point a plan of support will be discussed with the class teacher, parents/carers and where applicable specialist services. This will be closely monitored and specialist services and support will increase where progress is not made.
- The SENCo will oversee additional support and share updates with the Inclusion leader, Head teacher and SEND governor.

How are parents involved in the school?

- We regularly involve parents/carers in discussions about their child's learning through parents' evenings and reports, which are termly. Teachers frequently make additional appointments to see parents. Parents are given guidance and suggestions about how best to support their child's learning at home.
- The SENCo is available to discuss your child's needs and the school has family Thursday's or Friday's where parents can come and look at their children's work.
- Parents are welcomed into school and actively encouraged to help as volunteers (listening to readers, cooking, school trips, maths groups to name but a few of the jobs for volunteers). Training is provided to volunteers and this is organised through our Volunteer co-ordinator.
- We communicate with parents using a variety of means and frequently send home information and update our website.
- Our Governing body includes parent representatives.

- We welcome parent feedback and give opportunities for this to be expressed.
- Each class has a parent representative and they help to organise events and volunteers.
- We host regular parent focus groups.

Who can you contact for further information?

If you already attend our school:

- In the first instance parents/carers are encouraged to talk to their child's class teacher and/or the Head of Year. Further information and support can be obtained from the school's SENCo and Inclusion Leader (F.Collett). All email addresses are on the school website, alternatively come in to/call the school office and ask to make an appointment.

If you are considering attending our school:

- Please contact the school by calling to arrange a visit. Alternatively, email info@horsell-junior.surrey.sch.uk