

Orchard Lea Junior School – SEN Information Report

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At Orchard Lea Junior School children are identified as having SEN through a variety of ways including the following:-

- Liaison with Infant school/previous school
- Child performing below age expected levels
- Children displaying behavioural, emotional or social difficulties
- Concerns raised by Parent
- Concerns raised by teachers
- Listening to the views of our children
- A dedicated Special Educational Needs Coordinator (SENCo) who monitors progress and liaises with outside agencies if required
- Parents are able to make an appointment to see the class teacher / SENCo if they any have concerns or questions or to pass on relevant information regarding their child's health or well-being.
- If we identify your child as having SEN (a special educational need), the SENCo will contact you to make an appointment to discuss this.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

2. HOW WILL SCHOOL SUPPORT MY CHILD?

- The SENCo will oversee 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 (Special educational needs and disabilities), in their class to enable progress to be made.
- There may be a teaching assistant, (TA), working with your child individually or as part of a group.
- Individual Education Plans (IEP's) will be used to set specific targets for your child.
- Individual Behaviour Management Plans (IBMP'S) will be put in place if appropriate to support the behaviour of identified children.
- One of the Governors is responsible for SEN and meets regularly with the SENCo
- The class teacher will meet with parents at least once a term to discuss your child's needs, support and progress. The SENCo is available to discuss support in more detail.

3. HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

- All work within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. This might mean that children are given

different tasks in groups or occasionally individually. This means that all children can access a lesson and learn at their level.

4. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents, children and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- We offer an open door policy where you are welcome at any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We run termly coffee mornings for parents of children with additional needs and will send out invites to let parents know when these will be held. These provide opportunities to share experiences with other parents and to have informal discussions with the SENCo and school parent support advisor (PSA).
- If your child is on the SEN register they will have an Individual Education Plan (IEP) which will have individual targets. This is discussed on a termly basis and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. IEP's are written with your child to ensure that they know what support is in place for them and what strategies can be used to help them with their learning.
- If your child has complex SEND they may be part of an IPA (Inclusion Partnership Agreement) or have an Education, Health and Care Plan, which means that a formal meeting will take place to discuss your child's progress and a report will be written.

How does the school know how well my child is doing?

- As a school we measure children's progress in learning against National expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 through to Year 6, using a variety of different methods including National Curriculum levels and Reading and Spelling ages.
- Children who are not making expected progress are picked up through termly review meetings with the Class teacher and Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. Further discussions will be held with the SENCo if appropriate.
- When the child's IEP is reviewed by the class teacher and teaching assistant, comments are made against each target to show what progress the child has made.

The review of targets will be discussed with your child and informs target setting for the next term,

5. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

What is the pastoral, medical and social support available in the school?

- All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Children's Services or the Behaviour Support Service.
- The school also has an ELSA (Emotional Literacy Support Assistant) who works under the direction of the SENCo, with vulnerable children and parents during the school day.
- The school has a PSA (parent support advisor) who can offer support to any parent with a child attending the school. She can also be present at transition meetings.
- The school Nurture Group supports a small group of identified children to develop their social, emotional and behavioural skills.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the school office and complete a form if medication is prescribed by Health Professionals to be taken during the school day.
- On a day to day basis the Admin Staff generally oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear rewards system that is followed by all staff and pupils.
- If a child has behavioural difficulties in school, an Individual Behaviour Management plan (IBMP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.
- After a behaviour incident, it is sometimes appropriate for the child to reflect on their behaviour with adult support to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. In some circumstances we will also phone parents/carers to discuss the incident with you.
- Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

How will my child be able to contribute their views?

- All pupils are given a voice through the school council.
- Children who have IEPs (Individual Education Plans) discuss and set their targets with their class teacher and teaching assistant.
- If your child has an IBMP (individual behaviour management plan) an adult will discuss this with them and talk about the strategies we will use to support them.
- If your child has an IPA (Inclusion Partnership Agreement) or Education, Health and Care plan their views will be sought before any review meetings.
- All children are encouraged to communicate their views by talking to their class teachers and teaching assistants.

6. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENCo is fully qualified and accredited.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Support Service; Health including – GPs, school nurse, specialist teacher advisors, paediatricians, speech & language therapists and CAMHS (Child and adolescent mental health services); occupational therapists; Children's services including Locality Teams, social workers and Educational Psychologists; the school PSA (parent support advisor) and Outreach services from specialist schools.

7. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We have a member of staff trained as an ELSA who receives regular support from the Educational Psychologist.
- All teaching staff have received training from the school Educational Psychologist on 'Dyslexia Friendly Classrooms'.
- A number of teachers and teaching assistants have received training on supporting children with behavioural difficulties
- All of our teaching assistants are trained in delivering reading and spelling / phonics programmes
- 2 of our teaching assistants are fully trained Nurture Leaders and manage our school Nurture Group. This is a small group for children with complex behavioural, emotional and social difficulties and supports children for 2 afternoons per week.
- We have a teaching assistant trained to deliver specific math intervention programmes.
- All our teaching assistants have received training on a specific reading comprehension intervention (Inference Training).
- One of our teaching assistants is Elklan trained (a specific speech, language and communication course), with another currently receiving training for this.

8. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. Special provision will be made if appropriate, such as one to one adult support.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

9. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. Most of the school is all on one level with 2 classrooms on the first floor.
- There is an induction loop at the reception desk for visitors if required.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting and organise a transfer day for all children entering the school in year 3. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Our 'feeder' secondary school, Henry Cort Community College, run a transition programme.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an IPA (Inclusion Partnership Agreement) or annual review will be used as a transition meeting during which we will invite staff from both schools to attend.
- The school SENCo will be present at the new parent intake meeting to informally meet parents. Parents can also arrange to meet with the SENCo prior to school starting in September.

11. HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of TAs who are funded from the school budget and deliver programmes designed to meet the needs of children both in a group and individually, if appropriate.
- The budget is allocated on a needs basis; this may involve a teaching assistant working with your child.

12. HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- Parents will be made aware of any provision and extra support their child receives and can discuss this provision with their child's class teacher or by making an appointment to meet with the SENCo.

How do we know if it has had an impact?

- By reviewing children's targets on IEPs and ensuring they are being met
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, TA, parent and pupil.
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

13. HOW ARE PARENTS INVOLVED IN THE SCHOOL?

- We strongly believe that good communication and relationships between school and parents are essential to the educational of all children. We offer an open door policy and parents are welcome at any time to make an appointment to see a member of staff.
- We hold termly parent evening appointments to discuss the progress your child is making. The SENCo is also available at these times.
- The school has a parent support advisor who is available every morning from 8.30am-9am.
- Parent coffee mornings are held half termly.
- IEP's are reviewed termly and shared with all parents.
- There are opportunities during the school year to come into school to see what your child has been learning.

14. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Mrs Abbott, our SENCo.
- Look at the SEN policy on our website
- Contact Parent Partnership - www3.hants.gov.uk/parentpartnership

15. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the school Admin office to arrange to meet the Head teacher, Mr Summerton or Deputy Head teacher, Mrs Parker, who would willingly discuss how the school could meet your child's needs.