



Cove Junior SEN Information Report

Who are the best people to talk to at Cove Junior School about my child's difficulties with learning/Special Educational Needs or disability (SEND)?

Class teachers

Responsible for:

- Checking on the progress of your child and ensuring that all learning opportunities are relevant and appropriate to your child.
- Identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and keeping the SENCo informed.
- Writing Pupil Progress targets/Personalised Learning Plans, based on SMART targets and sharing and reviewing these plans with parents at least once each term.
- Personalised teaching and learning for your child.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with SEND.

Acting Deputy Headteacher/SENCo: Miss A. Bateman

Responsible for:

- Developing and reviewing the school's SEN policy.
- Coordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you are involved and informed about your child's progress.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

Headteacher: Mrs T. Hickie

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.

- Delegating responsibility for supporting children with SEND to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about issues relating to SEND.

SEN Governors: Mrs J. Hayden and Mrs S. Merry

Responsible for:

- Ensuring that the necessary support is given for any child with SEND who attends the school.

What are the different types of support available for children with SEND at Cove?

The following types of support may be used to support your child in their learning:

a) Class teacher input, via higher quality inclusive classroom teaching

For your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built on what your child already knows; their level of ability, skills and understanding.
- Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve using more practical equipment or learning in a real-life context.
- Specific strategies are in place that are well matched to the purpose of the learning.
- Your child's teacher will frequently and carefully check on your child's progress and identify any gaps there may be in understanding or learning.
- Ensuring extra support is given if necessary, in order to help the pupils make the best possible progress.

b) Specific group work/Interventions

- Run by a teacher or a trained Learning Support Assistant (LSA).
- Group work may take place within the classroom, or in a suitable area outside of the classroom.

c) Specialist groups run by outside agencies, e.g. Speech and Language therapy

These could include:

- Local Authority central services, such as the Primary Behaviour Support Team
- Outside agencies such as the Education Psychology Service (EPS)

How can I let the school know I am concerned about my child's progress in school?

- The class teacher has overall responsibility for every child in their class, therefore this would be your first point of contact. If you have concerns about your child's progress you could write a note in your child's homework diary or talk to the class teacher after school. Alternatively you could ring the school office and arrange an appointment to see your child's class teacher more formally.
- If you are not happy that the concerns are being managed and feel that your child still isn't making progress you should ask to meet with the SENCo or the Headteacher.
- The SEND Governor could be consulted if you still feel unhappy with your child's progress or the provision being delivered.

How will the school let me know if they have any concerns about my child's learning in school?

- There will be an opportunity to meet and talk with the class teacher once a term, through parents' evening or Pupil Led Learning Reviews.
- If a member of staff wishes to discuss a matter with you outside of these meetings they will ring you for a discussion or ring to arrange an appointment at a convenient time.
- The school may ring and ask for a joint meeting with another member of staff present (such as the school SENCo).

How is extra support allocated to children and how do they move between the different levels?

- The school budget received from Hampshire County Council includes money for supporting children with SEND.
- The Headteacher decides on the budget for SEND in consultation with the school governors, on the basis of the needs in the school.
- The Headteacher and the SENCo discuss all the information they have about SEND in the school. This discussion will inform decisions regarding which resources, training and support is needed. Resources, training and support are reviewed regularly and changes are made as needed.
- All classes have an LSA assigned to the class to support the learning each morning. Any additional support is allocated to children based on the needs of the children in school.
- Children with an Education, Health and Care Plan (EHCP) will be allocated support based on the allocated hours outlined within the documents.

The **SEND Code of Practice: 0 -25 years** describes four broad categories of need:

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

Any child receiving SEN support at Cove Junior will be assessed regularly to ensure that they are achieving their targets and progressing. A graduated response is used and a cycle of Assess - Plan - Do - Review will occur to ensure that the very best outcomes are achieved for all pupils.

Where pupil outcomes are not met and additional support has been put in place, the school may increase the level of SEN support by working with outside agencies such as Educational Psychologists. Together with parents, a decision may also be made to apply for an Education, Health and Care Plan.

Who are the other people providing services to children with SEND in this school?

Directly funded by the school:

- Three trained Emotional Literacy Support Assistants (ELSAs)
- Two trained Speech and Language Learning Support Assistants
- Two Higher Level Teaching Assistants (HLTAs)

Bought in by school through Service Level Agreements from HCC or provided by Solent Health Service:

- Educational Psychology Service
- Speech and Language Therapy
- Primary Behaviour Support Service
- Occupational Therapy

How are the teachers in school helped to work with children with SEND and what training do they have?

- The school has a training plan to ensure all staff receive regular training linked to various aspects of high quality teaching and SEND. This training takes place through staff meetings and INSET training days and includes issues such as managing challenging behaviour and understanding the learning needs of children on the Autistic Spectrum.
- Staff regularly attend training courses to fill any gaps in expertise or to further our knowledge and skills as a staff. Attendees then feedback their findings to other staff members.
- We have trained ELSAs, who receive regular support from the Educational Psychology Service.
- Other members of staff have had training in various areas such as delivering Speech & Language programmes.
- The SENCo supports class teachers in planning for children with SEND.
- The school buys in extra support from outside agencies, such as the Educational Psychology Service; some of this time is allocated to staff training.

How will the teaching be adapted for my child with SEND?

- Class teachers plan personalised lessons according to the specific needs of all groups of children in their class, ensuring that your child's needs are met.
- Tasks are adapted on a daily basis to meet your child's learning needs.
- Specific resources and strategies will be used to support your child individually or in a group. This could include guided group work or additional practical resources for your child to use.
- Different learning styles are offered so that your child can learn something in the way that best suits them.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- Pupil progress is reviewed formally four times a year and assessments are provided for reading, writing and numeracy.
- Pupils with SEND may also be assessed following an intervention programme in order to assess its effectiveness and impact.

- At the end of Key stage 2, all children are required to be formally assessed using Standard Assessment Tests (SATs). The government requires all schools to do this and the results are published nationally.
- Children with a Personalised Learning Plan will have their plans reviewed with our involvement, every term and this will inform the writing of a new plan for the following term.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review where parents and all adults involved with the child discuss and review the progress and provision for the child.
- The Deputy Head teacher (DHT) / Assessment Manager will check that your child is making good progress.
- The SENCo will also check that your child is making good progress within any group or individual work that they take part in.
- DHT and SENCo will provide the HT and governors with regular progress updates.

What support do we have for you as a parent of child with SEND?

- The class teacher is regularly available to discuss your child's progress or concerns you may have and to share information regarding what is working well at home and school so that successful strategies can be put in place.
- The SENCo is available to meet with you to discuss your child's progress or wellbeing. If necessary, the SENCo can advise about outside support agencies that could offer further support for your child's individual needs.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, shared in a report.
- Personalised Learning Plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to match your child's needs. Additionally, a lunchtime homework club is offered and can be utilised if homework is a particular area of difficulty.
- A home/school link book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is Cove Junior School accessible to children with SEND?

- We are an inclusive school who wish for all children to be fully involved with school life, regardless of their needs.
- The Lower School is fully accessible to children with physical disability. The ground floor of the Upper School is also accessible to those with physical disabilities. We make every reasonable adjustment possible.

- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities and after school provision is available to all children, including those with SEND.

How will we support your child when they are leaving this school? OR moving on to another class?

- We recognise that transition can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.
- We endeavor to form excellent links with the feeder infant and secondary schools to ensure that all important information is shared. In addition, we ensure that all children work through a transition programme where they have a chance to discuss the changes that will take place.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a transition/planning meeting will take place with the new teacher.
 - All school records are shared with the new teacher.
 - Children spend at least a morning with their new class teacher, learning about each other and preparing for the future changes.
 - If your child would be helped by strategies such as a therapeutic story to support them understanding moving on then this will be made for them.
- If your child is moving to another school:
 - We will contact the school SENCo and ensure that he/she knows about any special arrangements that need to be made for your child.
 - We will ensure that all records about your child are passed on promptly.

In Year 6:

- The SENCo will liaise with the SENCo of the secondary schools to discuss the specific needs of your child.
- Your child will undertake focused learning about aspects of transition to support their understanding of the changes ahead.
- Extra visits are arranged for children who may find transition more challenging.

Where possible your child will visit their new school on several occasions and in most cases staff from the new school will visit your child in school.

Where can I get further information about services for my child?

This SEN information report is provided as part of Hampshire's local offer. The aim of the local offer is to provide information for parents and carers of children and young people with SEND. The local offer outlines the services and facilities that are available in Hampshire.

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

GLOSSARY OF TERMS

AHT- Assistant Headteacher

DHT- Deputy Headteacher

EHCP- Education, Health and Care Plan (newly introduced to replace the statutory assessment process)

ELSA- Emotional Literacy Support Assistant

IPA - Inclusion Partnership Agreement

LSA - Learning Support Assistant

SENCo- Special Educational Needs Coordinator

SEND- Special Educational Needs or Disabilities

SMART - Specific, Measurable, Achievable, Realistic and Timed