

Stamshaw Junior School

SEN Information Report

This SEN Information Report (Schedule 1 Regulation 51) contains the information required by the Children and Families Act (2014). It incorporates the statutory guidance from the Code of Practice (2015) and the Portsmouth City Local Offer frequently asked questions from parents.

Legislation and guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

The Children and Families Act (2014), which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations (2014), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This information report links with other school policies and documents including:

Inclusion Policy

Health and Safety

Safeguarding

Accessibility plan

Admissions

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

Looked after and previously looked after children

1 An Introduction

Stamshaw Junior School is committed to inclusion and recognises all of its pupils as equal individuals. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners.

- *We are committed to providing a high quality education to all the children living in our local community.*
- *We strive to ensure all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.*
- *All children should be equally valued in the school.*
- *We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.*
- *We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. Thus developing an inclusive and supportive learning environment that removes barriers to learning and in which all learners achieve their full potential.*

Special educational provision is educational or training provision that is 'additional to' or 'different from' that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting, require involvement of specialist staff, or support services.

Our Deputy Head (and named SENDCO) Mrs Sam Cantini, oversees the management of provision and/or support for identified pupils with SEND. She also coaches and supports teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND. Where appropriate, she liaises with outside professionals for support and recommendations to support their pupils' needs.

All teachers are teachers of pupils with SEND and as such provide quality first teaching, which takes account of the particular individual needs of pupils with SEND within the classroom

2 'Areas of Need' Explained

The 'Code of Practice' (June 2014) states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

Area of Special Educational Need	Relating to difficulties with:
Communication and Interaction	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas/ conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Phonological awareness still poor and therefore their literacy skills can be affected.</p>

<p>Cognition and Learning</p>	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> ➤ Language, memory and reasoning skills ➤ Sequencing and organisational skills ➤ An understanding of number ➤ Problem-solving and concept development skills ➤ Fine and gross motor skills ➤ Independent learning skills ➤ Exercising choice ➤ Decision making ➤ Information processing <p>Children may have a specific learning disability, such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
<p>Social, Emotional and Mental health</p>	<p>May have difficulties with social & emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> ➤ Social isolation ➤ Behaviour difficulties ➤ Attention difficulties (ADHD) ➤ Anxiety and depression ➤ Attachment disorders ➤ Low self esteem ➤ Issues with self-image
<p>Sensory and/or Physical</p>	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> ➤ Specific medical conditions ➤ Gross/ fine motor skills ➤ Visual / hearing impairment ➤ Accessing the curriculum without adaptation ➤ Physically accessing the building(s) or equipment ➤ Over sensitivity to noise / smells / light / touch / taste (sensory processing difficulties) ➤ Toileting / self-care

3 'The Waves of Intervention @ SJS

Stamshaw Junior provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

Wave 1: Quality first teaching through differentiation, especially in the core subjects such as English and Maths lessons

Wave 2: Small group support for those pupils who are achieving below age expected levels

Wave 3: Focussed, individualised programmes for pupils working well below age expectation

We also use the Ordinarily Available Provision document to determine additional support that might be required. (<https://portsmouthlocaloffer.org/document-hub/>)

Teaching Approaches

Whole School Approach (1st Quality Teaching) (Wave 1 intervention)

<p>Access to a varied and stimulating curriculum</p> <p>Use of different Individualised teaching approaches according to needs</p> <p>Hands on learning</p> <p>School trips</p> <p>Good use of visual and practical learning</p> <p>Small guided groups</p>	<p>Remove all potential barriers for all pupils while also providing support for pupils during learning activities.</p> <p>A range of technology to support and aid quality teaching</p> <p>Consideration of differing culture and beliefs</p> <p>Flexible grouping with other children</p>	<p>Opportunity for guided and independence work</p> <p>Opportunities to develop positive self-esteem,</p> <p>independent learning, enabling pupils to exercise choice,</p> <p>involvement in decision making and problem solving</p> <p>Teaching Assistant (TA) in classes where possible</p>
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Targeted Support For Individuals or small groups (Wave 2 intervention)

<p>Phonics group</p> <p>Clever Bodies (Gross Motor)</p> <p>Fine motor skills (inc Handwriting)</p> <p>1:1 reading (targeted)</p> <p>Comprehension groups</p>	<p>SENDSCO observation / assessment</p> <p>Parent discussion with SENDSCO</p> <p>Play interventions</p> <p>After school groups</p> <p>Passports</p> <p>Learning Plans (Edukey)</p>	<p>Spelling</p> <p>Maths</p> <p>Booster groups for Yr 5 & 6 pupils</p> <p>1:1 Tuition where needed</p> <p>Conferencing</p> <p>Pastoral Support</p>
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Specialised Intervention for those with additional needs (Wave 3 intervention)

Dyslexia Gold	Catch Up @ SJS	Sensory Circuits
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Speechlink Regulation Stations MABS support Emotional Thermometer	Precision Teaching Learning Plans (Edukey) EP consultation Brain Breaks/ Rest breaks	Sensory Room ELSA intervention programme Support as specified in an EHCP
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Communication and Interaction Needs

*Speech, Language & communication
Autistic Spectrum Disorder*

Whole School Approach (1st Quality Teaching) (Wave 1 intervention)

AS ABOVE + Drama / Role play Puppets Clear minimal verbal instructions /explanations Visual checklists/prompts	Peer interaction A range of technology to support learning Outdoor learning Visual timetables Pre teaching vocabulary	Full inclusion in all school assessment and tasks Outside theatre groups / shows and workshops
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Targeted Support For Individuals or small groups (Wave 2 intervention)

Additional Speaking & Listening groups TA support (as required) SENDCo observation / assessment Additional ICT use of audio / visuals Lego Therapy	PECS / Symbols Communication boards Communicate in print Parent discussion with SENDCo Passport Learning Plans	Basic Makaton School Therapy Pack S&L resources Narrative Groups Speechlink assessment and programme
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Specialised Intervention for those with additional needs (Wave 3 intervention)

Referral to the Speech & Language Therapist (SALT) Early Help referrals SENDCo assessments and monitoring to ensure appropriate intervention & access to learning	TA who can deliver the individualised programmes according to the SALT directions Speechlink assessment and programme Passports Application for an Educational Health and Care Plan (if needed)	Learning Plans Referral to PSENSP (Portsmouth Special Educational Needs Support Partnership) Access to an Educational Psychologist
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Cognition & Learning

Moderate Learning Needs

Severe Learning Needs

Whole School Approach (1st Quality Teaching) (Wave 1 intervention)

AS ABOVE +

Use of different individualised teaching approaches according to needs

Hands on learning

School trips

Good use of visual and practical learning Remove all potential barriers for all pupils while also providing support for pupils during learning activities.

Appropriate quality resources

Positive learning environment

Consideration of home, cultural, language and heritage

A curriculum delivered appropriate to level of ability and understanding

Access to a full and broad curriculum

Motivation to help build a positive self-esteem

Increase concentration

Lessons differentiated in order to include both sensory and physical disabilities

Promotion of a positive attitude towards learning and behaviour

Targeted Support For Individuals or small groups (Wave 2 intervention)

SENDCo observation / assessment

Phonics assessment

Parent discussion with SENDCo

Rapid Reading (via Bug Club)

Passport

Learning Plans

Other group intervention programmes as appropriate

Specialised Intervention for those with additional needs (Wave 3 intervention)

Dyslexia Gold

Fully inclusive curriculum

Access to a Specialist

Teacher Advisor

SENDCo assessments and monitoring to ensure appropriate intervention and access to learning

Passports

Learning Plans

Reading/Writing/Maths intervention as required

Application for an Educational Health and Care Plan if necessary

Provision as laid out in EHCP

Referral to PSENSP (Portsmouth Special Educational Needs Support Partnership)

Access to an Educational Psychologist

Early help referral if necessary

Social, Emotional & Mental Health Needs

Barriers to learning caused by Social, emotional and mental health difficulties, such as any neurodiversity (ADHD, ADHD, ODD, OCD etc)

Whole School Approach (1st Quality Teaching) (Wave 1 intervention)

AS ABOVE +

All pupils can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect and understanding. (Be Kind! Do your best! Achieve together!)

Access to Pastoral Team support

Small group activities to address needs

Provision to explain and discuss about the events and circumstances surrounding their parental mental health problems

Continuity of care and minimal disruption of routines during a crisis

Opportunities for children to talk about any fears, confusion and guilt

Opportunities for children to meet adults they can trust and to participate in activities where they can meet other children

Targeted Support For Individuals or small groups (Wave 2 intervention)

*Regular Pastoral Support
Behaviour Logs / Charts
Regulation Station
Emotional Thermometer*

*Parent discussion with SENDCo
ELSA intervention programme in a group*

*Sensory Circuits
Use of sensory room
Passports
Learning Plans*

Specialised Intervention for those with additional needs (Wave 3 intervention)

Recommendation of a referral to CAMHS (Child and Adolescent Mental Health Services)

Full inclusion in all school assessment and tasks at an appropriate level

SENDCo assessments and monitoring to ensure appropriate intervention and access to learning

1:1 ELSA intervention

Faupel Checklist

Support from MABS (Multi Agency Behaviour Support)

1:1 support (as outlined on EHCP)

1:1 support from the Pastoral team

1:1 Starving the

Anger/ Anxiety Gremlin

Emotional Thermometer

Passports

Learning Plans

Referral to PSENSP (Portsmouth Special Educational Needs Support Partnership)

Access to an Educational Psychologist

Application for an

Educational Health and

Care Plan- if appropriate

Completion of an Early Help Assessment

Sensory and Physical Needs:

Hearing Impairment : Visual Impairment : Multi-Sensory Impairment : Physical Needs

Medical Needs

Whole School Approach (1st Quality Teaching) (Wave 1 intervention)

AS ABOVE +

Whole school approach

After school clubs

Outside play areas

A fully inclusive and differentiated class / curriculum approach according to individual needs

Sensory box/bag in class

Modification of organisation, routine and environment

Access to a base for therapy if required

Audit of environment to consider adaptations (as required)

Targeted Support For Individuals or small groups (Wave 2 intervention)

Hand gym / BEAM

Handwriting practice

Extra 1:1 / small group activities

Sensory Circuits

Passports

Learning Plans

Targeted small group / individual intervention to address specific needs such as: self-help skills, touch typing and independence

Regulation Station

Physical aids where necessary or where advised by specialists

Parent discussion with SENDCo

Use of sensory room for sensory breaks

Specialised Intervention for those with additional needs (Wave 3 intervention)

Access and liaison with the OT (Occupational Therapist)

1:1 support if required

Identified key worker

A place for time-out or exercise if necessary

Access and liaison with the Physio Therapist

SENDCo assessments and monitoring to ensure appropriate intervention and access to learning

Passports/ Learning Plans

SENDCo to lead provision

Extra support and access to appropriate ICT interventions needed

Sensory Room access

4 Commonly Asked Questions

How does SJS know if children need extra help?

Children may be identified as having SEND through a variety of ways, including the following:-

- *Liaison with previous school*
- *Child performing below age expected levels*
- *Concerns raised by Parent*
- *Through Pupil Progress Meetings held between the Head teacher, Deputy Head (SENDCo) and the class teachers*
- *Concerns raised by teacher, for example behaviour or self-esteem is affecting performance*
- *Liaison with external agencies*
- *Health diagnosis through paediatrician/doctor /other medical practitioner*

At SJS 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. Children who are not making expected progress are picked up through our Pupil Progress Review meetings with the Head teacher, Deputy Headteacher (DHT)(SENDCo) and year group teachers. 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.

What should I do if I think my child may have special educational needs?

Talk to us – first point of contact is your child's class teacher.

If you require more information, contact our DHT (SENDCo).

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.

It is important to work as a team to secure the best support for your child.

How will the SJS staff support my child?

Our DHT (SENDCo) will closely monitor all provision and progress of any child requiring additional support across the school.

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.

There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher.

The regularity of these sessions will be explained to you when the support starts.

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 according to their specific needs.

Typically, ALL children will be working towards the same outcome in class, however the support and tools they are given to reach their outcome, will be different. On occasions where your child struggles with the concept of the lesson, a similar version of the lesson will be planned individually for them. The benefit of this type of differentiation is that your child can access a lesson and learn at their level.

How do I know if the support of strategies used have had an impact?

In the school, we use our Learning Plans and Passports to set targets and review progress.

These are working documents, which are adapted and changed throughout the year. However, they are formally reviewed at the end of each term and new plans are set up at the beginning of each term- this may involve updating into smaller steps or using a different approach to ensure progress is made.

Children may move off the SEND register when they have made sufficient progress and/or they no longer require any additional ongoing support.

How will I know how my child is doing and how will SJS help me to support my child's learning?

The class teacher will meet with parents at least twice a year (this could be as part of Parent's evening) to discuss your child's needs, support and progress. For further information, the DHT: SENDCo is available to discuss support in more detail.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or DHT: SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can implement to help your child at home.

We believe that your child's education is a partnership between parents/carers and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

Your child may have a Learning Plan in place and therefore 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.

If your child has complex SEND they may have an EHCP (Education Health & Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.

Children who have SEND Learning Plans discuss and set their targets with their class teacher. All children who have an SEND Learning Plan or Passport complete a 'This Is Me' form to share their views and discuss their successes and difficulties.

If your child has an EHCP, or an Annual Review of their EHCP, then their views will be obtained before any meetings and if appropriate, they will join part of the meeting.

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

We are an inclusive school: we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being. Here at SJS, we commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

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 can liaise with the DHT: SENDCo or our Pastoral team for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

The school has 2 Pupil and Pastoral Workers, who are also trained to deliver ELSA interventions with vulnerable children during the school day.

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school's first aider to discuss this, and if agreed, complete a form: 'Parental Agreement for School to Administer Medicines'. This may include medicines for life threatening conditions or required for a long-term illness such as asthma and diabetes.

In such cases a 'Care Plan' may be put in place according to the directions of the School Nurse.

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

As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: MABS (Multi-agency Behaviour Support), Health including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, OT (Occupational Therapist), Visual Impairment Team (VI) and the Speech & Language Therapy service. We also work very closely with Social Care.

In addition, we commission an Education Psychologist for 10 days per year.

Should your child require any individual form of involvement with an outside agency, then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

What training have staff had or are going to have?

We have two staff members in the school who are fully trained as ELSA's (Emotional Literacy Support Assistants) who receive regular support from the Educational Psychologist.

Most of our TAs have had training in delivering reading and spelling / phonics programmes such as Precision Teaching (Literacy and Numeracy) and Echo Reading.

The whole staff have been trained in Invisible differences, such as neurodiversity

The whole staff have had online training on 'An Introduction to Autism'

Some staff have been trained on the PACE approach (playfulness, acceptance, curiosity and empathy), a way of thinking, feeling, communicating and behaving that aims to make the child feel safe.

As a staff we have regular training and updates of a variety of SEND, medication use and resources and safe guarding procedures.

What are the Governors responsibilities?

We currently have one Governor responsible for SEND.

This Governor regularly meets with the DHT: SENDCO from both the infant and junior school and will update on changes, needs in school, current concerns and budget.

The Governors are then also able to agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

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

All children are included in all parts of the school's curriculum and we aim for all children to be included on offsite trips. We will provide the necessary support to ensure that this is successful. 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 the school.

If an activity is outside of school hours and run by a different company, a parent may be asked to support their child to ensure they can be included.

How accessible is the school environment?

SJS is situated on one floor for the children and can be accessed by wheelchair.

We also have a number of disabled toilets.

Any other resources needed for access may be assessed by OT and Physiotherapy, in order for us to ensure ease of access and safety for all.

The school is able to liaise with EMAS (Ethnic Minority Achievement Service) who can at times assist us in supporting our families with English as an additional language.

How will SJS prepare and support my child to join the school and then transfer to secondary school?

We encourage all new children to visit the school prior to starting when they will be shown around the school and any concerns can be addressed.

For children with SEND, we would encourage further visits to assist with the acclimatisation of the new surroundings and ease their transition into the school.

We may need to write a 'Social Story' to ease the transition for pupils with high anxiety and Communication difficulties

The school/ Parents/Carers may also feel the need to arrange several transition meetings / sessions between the schools in order to alleviate pupil concerns

Many of our 'feeder' secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils. We liaise closely with the Secondary school and ensure that any individualised transition programmes are put into place.

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 Education Health and Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend

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

We ensure that the needs of all children who have Special Educational needs are met to the best of the school's ability with the funds available.

We will often allocate teaching assistants, who are funded by the notional SEND budget, to deliver intervention programmes designed to meet groups of children's needs.

The budget is allocated on a needs basis.

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

The class teacher alongside the SENDCo 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. This will be through on-going discussions with parents.

Many needs can be met through Ordinarily Available Provision (OAP).

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

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.

If a child has ongoing behavioural difficulties a Pastoral Support Plan (PSP) is written alongside the child and Parents/carers to identify the specific issues, put relevant support in place and set targets. This may also be supported/led by our MABs (Multi Agency Behavioural Support) specialist teacher.

After any behaviour incident, we expect the child to reflect on their behaviour and its impact on others with an adult.

This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. We promote an ethos of restorative practice.

Attendance of every child is monitored on a daily basis by the Pastoral team and admin staff.

Lateness and absence are recorded and reported upon to the Headteacher.

Good attendance is actively encouraged throughout the school and rewarded each week.

Attendance is school is an improving picture.

Families who struggle with attendance and lateness may enter into an attendance plan in an attempt to improve this. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

Who can I contact for further information?

Your main point of contact would always be the class teacher and then following this you may need to speak to the DHT: SENDCo (Mrs Sam Cantini)

What should you do if you feel that the support outlined above is not being delivered or is not meeting your child's needs?

First point of contact would be your child's class teacher to share your concerns.

You could also arrange to meet Mrs Sam Cantini and / or Mr Jones, our Headteacher. You may also wish to:

- Look at the Inclusion/SEND policy on our website*
- Contact Parent Portsmouth Voice (portsmouthparentvoice@hotmail.com / www.p-d-f.org). PPV is run by parents for parents, it is part of the voluntary sector and is supported by the Local Authority and the Department for Education. It offers both information and support.*
- Contact Information Advice & Support (Portsmouth IASS) on 0300 303 2000 http://www.portsmouthsendiass.info/en/Main_Page. PIASS offer a free & independent service for parents and carers of children and young people with special educational needs and/or disability aged 0-25 years. It offers confidential & impartial information & advice about special educational needs (SEN) and disability.*

Who should I contact if I am considering whether my child should join SJS?

In this instance you can contact the school Admin office to arrange a meeting with either the Head Teacher Mr Jones or our DHT: SENDCo Mrs Sam Cantini, to discuss how the school could meet your child's needs.

How is the Information Report reviewed?

This information Report will be reviewed annually to reflect the changing needs of the children who join and are developing in our school. Part of this review process will involve contributions from parents.

<i>Revised by School</i>	<i>December 2020</i>
<i>Responsible Person</i>	<i>DHT: SENDCo</i>
<i>Responsible Committee</i>	<i>Full Governing Body</i>
<i>Ratified by GB</i>	<i>January 2021</i>
<i>Next Review</i>	<i>September 2021</i>