

Grange Community Junior School is a 2-form entry school mainstream school in North Farnborough. All learners are included with teachers setting suitable learning challenges to meet the needs of the pupils in their class. We understand that pupils learn at different rates and aim to respond to the pupils learning needs through the use of support or scaffolded activities. Children will be supported and encouraged to achieve high individual targets.

How does the school know if children/young people need extra help and what should I do if I think my child may have special needs?

At Grange Community Junior School we identify children as having SEN through a variety of ways including the following:-

- Liaison with Infant school/previous school
- Child performing below age expected levels on termly assessments/tests
- Concerns raised by Parent
- Concerns raised by teacher or other adults in the school for example emotional issues or self-esteem is affecting performance
- Liaison with external agencies i.e. physical
- Health diagnosis through medical professionals

How do we know if support has had an impact?

- By reviewing children's targets on IEPs (individual education plan) 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, parent and pupil.
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

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

- Children's targets and ways to support your child will be shared at our termly parents evenings
- Your child's annual report will share information about how your child is doing in relation to national expectations.
- Meetings with outside agencies
- Tracking data from interventions to identify if children have made progress
- Signpost appropriate places to find support
- We offer an open door policy where you are welcome 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 believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If appropriate we operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.

- If your child is on the SEN register they will have an Individual Education Plan (IEP) which will have individual targets. This is updated regularly to ensure that the children are making progress. 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. These targets are shared with parents during parents evening.
- If your child has complex SEND they may be part of an IPA (Inclusion Partnership Agreement) or have a Statement of SEN/Education Health Care Plan, which means that a formal meeting will take place to discuss your child's progress and a report will be written.

How will the school staff support my child?

- Our SENCO oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with the SEN children in their class to ensure that they are making progress in all areas.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher.

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 this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- A variety of resources are provided to support the children should they require them.
- Where possible we provide lessons to meet the children's preferred learning styles to support them to learning in their most appropriate environment.

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

- We ensure that all children who have SEN needs are met to the best of the school's ability with the funds available.
- We have a team of LSAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The Children who have the most complex needs are given the most support often involving an LSA.
- The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate.
- The SENCo works with both class teachers and LSA's to decide if an intervention needs to be used and if so which intervention would be the most 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

How will my child be included in activities outside the school 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 with the necessary parental consent. We will provide the appropriate 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 school.

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

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that a child 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, emotional 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. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.
- The school also has a team of ELSA's (Emotional Literacy Support Assistants), a counsellor and an art therapist, who works under the direction of the SENCo, with vulnerable children and parents during the school day.
- As a school we operate an assertive discipline policy with a clear reward and sanction system that is followed by all staff and pupils.
- If a child has behavioural difficulties an Individual Behaviour Management Plan (IBP) is written to identify the specific issues, put relevant support in place and set targets.
- After any behaviour incident we investigate fully to ensure we have all the facts before sanctions are given. Once this has been completed the children are given reflections time to think about the incident and the consequences. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the School Office. Lateness and absence are recorded and reported upon to the SENCo/Head teacher. Good attendance is actively encouraged throughout the school with the attendance race. If possible we offer support to families with poor attendance either through school or outside agencies. We have had many successes where families were struggling with lateness/attendance but are now able to get their children into school on time.

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

- Our SENCo achieved her National SENCo Accreditation in 2015
- 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 Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social

services including - Locality Teams, social workers and Educational Psychologists.

What training has the staff supporting SEN had or what training are they having?

- We have 3 members of staff trained as ELSA's who receives regular support from the Educational Psychologist.
- Another member of staff has had training in delivering Speech & Language programmes from Speech & Language therapists.
- All of our LSAs have had training in delivering reading, maths and spelling / phonics programmes.
- The SENCo trained at Winchester University to gain her SENCo accreditation. Mrs Williams the SENCo can be contacted through the school office.
- Inset training has been provided to all staff by the school education psychologist on autism and Asperger's
- Both the councillor and art therapist who work with the children are appropriately trained.
- We liaise with EMTAS (Ethnic Minority and Traveller Achievement Service) who assist us in supporting our families with English as an additional language
- Throughout the year the staff are given regular briefings on any changes by the SENCo

How accessible is the school both indoors and outdoors?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level with ramps at specified fire exits.

How are parents involved in the school? How can I get involved?

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 Williams, our SENCo.
- Throughout the year there is a range of opportunities for parents to be involved in the school. These may include routine parents' evenings, open mornings, parent lunches or assemblies.
- Look at the SEN policy on our website
- Contact Parent Partnership - www3.hants.gov.uk/parentpartnership
- Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/

How do we involve the children in their education?

- 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.
- Pupil conferencing allows us to gather the children's views
- Children who have IEPs (Individual Education Plans) discuss and help set their targets with their class teacher/ LSA/SENCo.

- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- In each class there is a worry boxes which are regularly checked by the class teacher and acted upon.
- If your child has an IPA (Inclusion Partnership Agreement) or Statement of SEN/Education Health Care Plan (EHCP) their views will be sought before any review meetings.

What can I do if I have concerns about the school's SEND provision?

- Your first point of contact would be Mrs Williams, the SENCo
- Following this you can contact the Headteacher, Ms Burgess.
- If you would then like to take things further, a copy of the school complaints policy can be found on the website.

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

- We encourage all new children to visit the school prior to starting when they will meet a buddy and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. To aid in transition from our main Key Stage 1 'feeder' school 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. At our 'feeder' secondary schools, Fernhill School and Language College and Cove Secondary School, they run a programme specifically tailored to aid transition for the more vulnerable pupils.
- 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 Statement/EHCP review will be used as a transition meeting during which we will invite staff from both schools to attend along with the parents/carers and any appropriate professionals.

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, Deputy Head or SENCo, who would willingly discuss how the school could meet your child's needs.

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

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