

# Anstey Junior School SEN Information Report

## **Introduction:**

Anstey Junior is an inclusive mainstream junior school where each year group consists of two parallel classes, organised into Lower School (year 3 & 4) and Upper School (year 5 & 6).

Our school motto is 'Aim high, no limits'. We are committed to giving all of our pupils every opportunity to achieve the highest standards. We do this by taking account of our pupils' varied life experiences and needs. We offer a broad and balanced curriculum with high expectations of all pupils. Work is carefully planned and differentiated to meet the needs of all learners, enabling them to overcome barriers and make good progress academically and socially. We believe in promoting the individuality of all children, regardless of disability, gender or background.

## ***How does the school know if children/young people need extra help?***

- Class teachers carry out regular, on-going assessment and track the progress of all pupils closely.
- Class teachers, Learning Support Assistants (LSAs) and the Senior Leadership team liaise closely to discuss pupils' behaviours, attainments and achievements.
- Any concerns are shared directly with the Special Educational Needs Co-ordinator (SENCo).
- Children and parents tell us if they are finding things difficult.
- We have good communication and contact with outside agencies (such as educational psychology, speech & language, physiotherapy, occupational therapy, behaviour support and school nurses).
- There is comprehensive transition between the infant and junior schools (and information is shared between schools when pupils move in or out).
- Standardised and diagnostic tests are used routinely within the school. The School uses Language Links to screen children for any language barriers and Sandwell to establish where there are gaps in mathematical knowledge.
- The SENCo carries out observations and screening tests to identify specific areas of difficulty.
- Outside agencies may carry out formal assessments and observations as required (following a referral from the SENCo).
- We use Hampshire County Council's SEND (Special Educational Needs & Disability) criteria and guidelines when making a judgement about particular needs.

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

- Speak to your child's class teacher and share your concerns with them. You could also jot a note in your child's home-link book.
- Have a chat with our SENCo, Stacey Fleming. This can be done by phoning the school office, or by popping in to make a date for a meeting. As a school, we value our relationship with parents; we understand that you are busy so sometimes it might be easier to have a conversation over the phone if you are unable to get into school.
- Take time to talk with your child.
- The internet can be a very useful source of information, and there are several parent forums relating to different aspects of SEN.
- You may wish to discuss your concerns with your GP.

### ***How will the school know how my child is doing? How will this information be shared with me?***

- The school tracks the progress of all pupils against national expectations for age related attainment and appropriate progress. This information is shared termly at parent consultation evenings and the annual report (Summer term). The SENCo is also available to meet with parents, either at the parent consultation evenings, or by contacting her via the school office.
- If your child is not making progress as expected, his/her class teacher will speak with you and discuss what intervention and support is being put in place, this may lead to more regular meetings or communication via the home-link book.
- The SENCo or class teacher will contact you to discuss any assessments or observations.
- The SENCo will liaise with you about any involvement from outside agencies. If your child has an assessment done by an outside agency then they will provide you with a summary report. They may share this with you in person or they may ask the SENCo to talk you through it. You will be sent a copy of all written reports.
- All children are set targets as part of our on-going assessment for learning. For children on the SEN register, these targets will be incorporated into an Individual Education Plan (IEP). These targets (and provision) will be shared with you as the class teacher, LSA and SENCo review the IEP termly, although targets may be met and/or changed more frequently.
- If your child has a Statement/ Education and Health Care plan then you will be invited to an annual review where the SENCo, class teacher, LSA and any outside agencies involved will review the progress your child has made and check that he/she is getting the right provision and support. You will be invited to contribute your views, as will your child.
- The SENCo and LSAs track the progress of pupils receiving additional support and intervention programmes (such as Precision Teaching, Rapid Phonics, Catch Up, ELSA, Nurture Group) using on-going assessments and standardised tests. We expect children to make twice as much progress as they would without the support (for example, a 6 month improvement in reading or spelling age over a 3 month period). The SENCo reports to governors and the senior leadership team on a termly basis, or more frequently as required.

### ***How will school help me to support my child's learning?***

- We have an open door policy and you are welcome to make an appointment to meet with the class teacher or SENCo who will be able to offer you advice and practical suggestions.
- Termly Topic fliers are sent home for each year group so that you will know the key aspects of learning each term.
- Your child's targets will be shared with, and explained to you by the class teacher and/or SENCo.
- Resource packs can be sent home.

### ***How will the curriculum be matched to my child's needs?***

- At Anstey we have a broad and balanced curriculum, set within a range of indoor and outdoor learning environments.
- All work is set at an appropriate level to allow for success and challenge within the lesson.
- Careful differentiation enables children to access the curriculum. All children will be working on the same learning but some may have a slightly altered task, adult support or intervention, practical or

visual resources to help, use of ICT or extended time for completion / shorter periods of concentrated work.

- Visitors providing educational experiences from outside the school will always be made aware of children's particular needs and supported accordingly.
- Visual timetables are used throughout the school.

### ***How will school staff support my child and what additional support will he/she receive?***

- All children receive quality 'first' teaching in class.
- LSAs and teachers will work with individual children and groups within the class to support their learning.
- All additional support is overseen by the SENCo. Any interventions are matched to your child's area and level of need. The SENCo will use county guidelines and SEN criteria, along with National Curriculum assessment data, standardised scores and specific screening / test results to identify the most suitable type and frequency of support.
- Children with SEN, or children who are not making expected progress, will receive specific, targeted intervention to meet their needs (Eg, Phonics, Reading, Spelling, Writing, Speech and Language, Maths). Where possible, this will take place in class. Withdrawal from class will be minimal and for a specific reason.
- Depending on your child's type and level of need, specialist support may be provided by outside agencies, within the school day.
- The school will make access arrangements for children to enable them to access tests and tasks as appropriate (eg, your child may need a scribe to write for them, additional time to complete a task or a reader to read test questions etc).

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

- All children are included in all aspects of the school curriculum.
- Off-site visits (including residential) are planned carefully by school staff. Specialist advice is sought in advance (eg if your child has a physical disability or medical need) so that activities and experiences can be enjoyed by all with the necessary support.
- Risk assessments are carried out prior to all school trips and visits.
- Lunchtime staff, LSAs and members of the Senior Leadership Team provide support and activities for pupils at lunchtimes.

### ***How will the school support my child's overall well being?***

- As an inclusive, nurturing school, all staff work to promote pupil's self-esteem and resilience.
- We are a rights' respecting school. All children learn about rights, respect and responsibilities.
- Our school rules are very clear, simple and easy to follow: Be safe. Be responsible. Show respect.
- Staff are approachable and listen to children's concerns. If your child does not feel able to talk directly to an adult in school then we have a system of 'safe tell' cards so that they can share their worries by writing them down
- All school assemblies are linked to whole school themes based on Social and Emotional Aspects of Learning (SEAL).
- Younger pupils are paired with an older 'buddy' to help and support them.

- Senior pupils and ambassadors are chosen throughout the year and awarded responsibilities and privileges.
- ELSAs (Emotional Literacy Support Assistants) are available for children who are experiencing some form of emotional distress or worry (including bereavement, self –esteem, friendship difficulties).
- Our Nurture Group provides a smaller learning environment to support children in developing their behaviour for learning / emotional readiness.
- We run a daily ‘Calm Club’ at lunchtimes for pupils who prefer a bit of peace and quiet or who are having difficulties at break times.
- The SENCo is able to work with families as well as the children and we have good links with our local Family Support Workers.
- As a school, we understand the value of good attendance and will work with children and families to support and promote this.
- Communication between home and school is vital. The home-school link book can be used to share information.
- Medical care plans and medication are stored in line with the school’s policy on the management and administration of medicines – this can be found on the school website.
- Staff receive regular training and support from Health specialists.

***How will my child be able to say what they think?***

- Pupil voice is an important part of life at Anstey Junior School; each class has an elected member of the school council and all children are involved in planning and decision making.
- Targets and next steps in learning are set and shared with the children.
- Pupil questionnaires are carried out annually and the results are used to inform school planning.
- Pupils’ contribute to their annual report with a personal reflection of the year.
- Prior to IEP, Statement/EHCP, Child Protection or Inclusion Partnership Agreement (IPA) reviews, children are asked to contribute their opinions and views. The SENCo will represent the child and their views in meetings.
- Subject managers, Class Teachers, LSAs and the Senior Leadership Team talk to the children to evaluate different areas of the curriculum and /or aspects of learning.

***What specialist services and expertise are available at the school?***

- The school SENCo is a fully qualified, experienced teacher and has achieved the National Award for SEN Coordination, she is also a Designated Safeguarding Lead (DSL) and a member of the school’s Senior Leadership Team.
- The school has two accredited and experienced Emotional Literacy Support Assistants (ELSAs) as well as an established, accredited Nurture Group.
- The school has two accredited FRIENDS for LIFE practitioners – running groups to support and develop: resilience, self esteem, empathy, conciliation and problem solving. At Anstey, these are known as STRATEGIES groups.
- We work closely with, and have access to, a range of agencies from Health and Social care within the county, including Educational Psychology, Speech and Language Therapy, Physiotherapy, Occupational Therapy, School Nurse, Child and Adolescent Mental Health (CAMHS), Ethnic Minority

and Traveller Advisory Service (EMTAS), Family Support Workers, outreach support from Special Schools , Primary Behaviour Service and Specialist Teacher Advisers.

***What training and experience do the staff supporting pupils with special educational needs and/or disability (SEND) have?***

- Our team of 13 LSAs have between 1 and 25 years' experience in supporting teaching and learning.
- LSAs and teaching staff are involved in joint in-service training to ensure continuity and consistency.
- All staff complete annual training and updates in Safeguarding, Child Protection and Health and Safety.
- All staff receive annual Anaphylaxis and EpiPen awareness updates. This is specifically tailored to reflect the medical needs of our pupils so that we are able to support them effectively. Two members of school staff (including the SENCo) have attended county led courses. We also have links with the diabetic nurses who provide training to enable us to support any diabetic pupils.
- LSAs and Class Teachers have received training in attachment disorders from Hampshire Educational Psychology Service.
- All LSAs are trained in Precision Teaching.
- All LSAs are qualified first aiders.
- Our Nurture Group is run by 2 experienced LSAs with Nurture Group accreditation and on-going training and support as part of the National Nurture Group Network.
- 2 LSAs are qualified ELSAs, with additional training in bereavement, counselling, friendships, anger management and self-esteem. On-going training and support is led by the Educational Psychologists.
- We have 2 LSAs with speech and language expertise and training.
- 4 LSAs and the SENCo have received accredited training for Phonographix. All LSAs have had 'in house' training.
- 11 LSAs have received training for Rapid Phonics and Rapid Reading.
- All of our experienced LSAs have supported children with Physiotherapy or Occupational therapy programmes and exercises.
- All staff have received input from the county's Primary Behaviour Team around autism and effective strategies for behaviour management and learning.
- 5 LSAs and the SENCo have received accredited Catch Up Reading training, this has been shared with others in school.
- 2 LSAs have accredited 'SHARE' training to help parents and families.
- We have 2 LSAs with NVQ level 2 and 1 with NVQ level 3 in 'Supporting Teaching & Learning'.
- LSAs receive on-going support and training throughout the year.

***How are the school's governors involved, and what are their responsibilities?***

- The SENCo reports to governors on a termly basis to share information about the progress of children with SEND (no individual children are identified in these reports).
- The SENCo meets at least termly with the school's SEND governor. Ms Geraldine Dawson is the governor currently responsible for overseeing SEND within the school.
- The governors oversee and agree priorities for spending within the SEN budget to enable all children to receive the support that they need.

- If you have any concerns that you would like to raise with governors then please contact the Chair of Governors, Ms Geraldine Dawson, via the school office.
- Further information can be obtained from the school website.

### ***How will the school prepare and support my child with transition?***

- Transition is a crucial time in any child's schooling and children are supported with moving from one year group to the next, as well as from infants to juniors and juniors to secondary school.
- We have close links and on-going communication with the infant school and year 2 and year 3 teachers meet throughout the year. Year 3 teachers visit year 2 early on to begin to build relationships and the year 2 teachers come up to visit after the children have settled into year 3. Work is started in the infants and continued in year 3. In the second half of the Summer term, we run an after school club so that year 2 children can get to know the school (the year 3 children are involved in helping out).
- We have good communication with our local secondary schools and class teachers hold very thorough handover meetings. Children who may be feeling a bit vulnerable at this time, or those who have additional needs, are able to have enhanced transition with extra visits.
- Our SENCO meets termly with the infant SENCo and with secondary SENCos and Inclusion managers at least annually.
- Within school, children will spend some time each week with their 'new' teacher in the run up to the Summer holidays – this helps to avoid the stress and anxiety that can build up about starting in a new class.
- For some children, a social story, or moving up book can help to ease anxiety by providing photos and information about what to expect.

### ***How accessible is the school?***

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing.
- There is a disabled parking bay.
- Classes are arranged over two levels. In each year group there is one classroom on the ground level.
- Visual timetables are displayed in every class.

### ***Who can I contact for further information?***

- If you are considering whether to send your child to Anstey Junior School then please contact the school office on 01420 84486, they will be happy to give you information and to arrange a time for you to visit and have a look around the school should you wish.
- Talk to your child's class teacher, they will be able to offer practical advice or direct you to another member of staff.
- You are always welcome to arrange a meeting with Mrs Fleming, our SENCo.
- Look at the school's website.
- Contact Parent Partnership; [www.hants.gov.uk/parentpartnership](http://www.hants.gov.uk/parentpartnership) or Parent Voice: [www.parentvoice.info/](http://www.parentvoice.info/)
- Contact Independent Parental Special Education Advice (IPSEA): [www.ipsea.org.uk](http://www.ipsea.org.uk)

- Details of services and provision available in Hampshire can be found by looking at the county's local offer: [www.hampshirelocalinfo.offer/](http://www.hampshirelocalinfo.offer/)