

# **Lyndhurst Junior School**

## **Special Educational Needs and Disabilities Information**

### **Report**

In accordance with section 65(3) of the Children and Families Act 2014

Lyndhurst Junior School is an inclusive school where the achievement and well-being of every child matters.

We value the abilities and achievements of all our children, and are committed to providing the best possible environment for learning for every child.

This report is created to inform you about how our children with special educational needs and disabilities have been encouraged and supported to achieve to their full potential in the academic year of 2016-17.

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**What types of SEN do we provide for?**

We refer to the term “Special Educational Needs” if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision.
- b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory or physical conditions.

**How do we identify and assess pupils with SEN?**

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school’s first response is high quality targeted teaching by the class teacher. This can be complemented by evidence based interventions provided by teachers (or TAs under teacher supervision) for groups.

Where progress continues to be less than expected, the class teacher will discuss their concerns with the parents/carers before approaching the INCO.

In deciding whether to make special educational provision, the class teacher and INCO will consider all the information gathered from within the school about a pupil’s progress, alongside the views of parents/carers and pupil. During this stage extra assessments, personalised teaching or individual interventions may be put in place as a pupil’s response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English. (Note: although children whose first language is not English may require substantial additional support, this is **not** considered at special educational need).

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies.

If the support needed can be provided by adapting the school’s core offer then a child might not be considered SEN or placed on the SEN register. The Portsmouth Local Offer describes what can ordinarily be expected to be provided in local schools (note: not all interventions described in the Ordinarily Available Provision (OAP) document can be provided by Lyndhurst Junior School as this is a city wide document).

	<p>If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do and review with the child at the centre of the process. An Additional Support Plan (ASP), which includes a one page profile, may be started. This plan is intended to be a working document which is regularly (at least termly) updated, including their response to targets and interventions.</p>
<p><b>Who is our special educational needs co-ordinator (SENCO) and how can she be contacted?</b></p>	<p>Ms H Merel, our school Inclusions Co-ordinator (INCO), undertakes SENCO responsibilities as part of her wider role.</p> <p>She can be contacted either via your class teacher or the school office (02392663645, <a href="mailto:contact@kgalyndhurst.uk">contact@kgalyndhurst.uk</a> or <a href="mailto:pastoralteam@kgalyndhurst.uk">pastoralteam@kgalyndhurst.uk</a>). Also, like all members of the Senior Leadership Team, she aims to be on duty on one of the school playgrounds at the beginning and end of most school days.</p>
<p><b>What is our approach to teaching pupils with SEN?</b></p>	<p>Raising children’s achievement is our main focus. We do this by constantly reviewing provision and creating an enjoyable and exciting curriculum placed within relevant contexts for learning.</p> <p>Teachers use a wide range of data to measure the impact of teaching on the children’s learning. When planning their work, teachers take into account the abilities of all of their children and tailor teaching and learning to their individual needs of their pupils. The National Curriculum Outcomes are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children.</p> <p>We do this through:</p> <ul style="list-style-type: none"> <li>• setting suitable learning challenges;</li> <li>• responding to children’s diverse learning needs;</li> <li>• overcoming potential barriers to learning and assessment for individuals and groups of pupils;</li> <li>• working in partnerships with parents and other agencies.</li> </ul> <p>Furthermore, the curriculum is enriched to provide pupils with quality, real life experiences and we are committed to ensuring that all children are fully included. All lessons are differentiated and Staff employ a variety of teaching and learning styles. Staff work closely with the Senior Leadership Team to track progress, set targets, and evaluate the impact of intervention programmes. A high level of support is provided by a team of Teaching Assistants.</p>

<p><b>How do we adapt the curriculum and learning environment?</b></p>	<p>We aim to make all reasonable adaptations to enable our pupil's to overcome any barriers to learning. Many of these are described in the Portsmouth Ordinarily Available Provision (OAP) document. This describes what can ordinarily be expected to be provided in local schools (note: not all interventions described in the OAP can be provided by Lyndhurst Junior School as this is a city wide document).</p> <p>The school site is also regularly reviewed by an independent body to ensure it is accessible to children and adults with disabilities. The recommendations in these reports are acted on.</p> <p>This year it has meant we have installed a hearing loop in the school office and some adaptations to the ramps and signage around the school. Over the Summer 2017, building works have taken place to improve the safeguarding security of the site.</p>
<p><b>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</b></p>	<p>There are various ways we can help pupils with SEN to engage in activities alongside their peers. This will vary according to the individual but can take the form of:</p> <ul style="list-style-type: none"> <li>• using different learning materials in the classroom</li> <li>• making reasonable adjustments within the physical environment</li> <li>• making reasonable adjustments to routines</li> <li>• A key worker to help a child take part on class activities, checking a child has understood things by encouraging them to ask questions and try something they find difficult</li> <li>• Adult support to help other children work with a child, or play with them at break time</li> <li>• a more focused level of support in a small group withdrawn from the class for pre teaching experiences before re-integrating with their peers.</li> </ul>
<p><b>How do we consult parents of pupils with SEN and involve them in their child's education?</b></p>	<p>As a school we are keen to work in partnership with parents, carers and families. If we have concerns about your child, your child's class teacher will be the first person to make contact with you and, likewise, if you have concerns he/she is the first person to contact.</p> <p>If a child has been placed on the SEN register at SEN Support the school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do and review with the child at the centre of the process.</p> <p>An Additional Support Plan (ASP), which includes a one page profile, may be started. This plan is intended to be a working document which is regularly (at least termly) updated, including their response to targets and interventions.</p> <p>Termly ASPs and target setting should coincide with parents' evening where possible. Copies of ASPs are shared with parents either at Parents' evening or sent home.</p>

	<p>Pupils with an EHCP will have an Annual Review. They will be invited along with their parents and all professionals involved to their Annual Review where they can share their achievements for the year and aspirations for the future.</p>
<p><b>How do we consult pupils with SEN and involve them in their education?</b></p>	<p>Children on the SEN register are involved in the writing and reviewing of the first page of the ASP alongside the INCO. At the review stage, old targets are reviewed, successes celebrated and new targets are set alongside the classteacher and support staff.</p> <p>As stated above, pupils with an EHCP will have an Annual Review. They will be invited along with their parents and all professionals involved to their Annual Review where they can share their achievements for the year and aspirations for the future.</p>
<p><b>How do we assess and review pupils' progress towards their outcomes?</b></p>	<p>As with all our pupils, pupils with SEN are regularly assessed against the expectations of the National Curriculum. These assessments are reported to parents via parents evenings and school reports. Children on the SEN register also have targets set on their ASPs. This also includes suggestions of ways these targets can be worked on at home.</p> <p>These are reviewed termly and shared with parents and families. Parental comments and requests can be added to the ASP after discussions.</p>
<p><b>How do we support pupils moving between different phases of education?</b></p>	<p>As a school, we recognise the importance of effective transition between year groups and schools. At Lyndhurst we aim to provide:</p> <ul style="list-style-type: none"> <li>• Support for transition between classes and year groups</li> <li>• Additional transition events for vulnerable Year 6 pupils transferring to local secondary schools and Year 2 pupils transferring from feeder infant schools</li> <li>• INCO liaising with previous schools in cases of mid year transfers</li> </ul>
<p><b>How do we support pupils preparing for adulthood?</b></p>	<p>As with all children in our school community, we aim to provide pupils with SEND with a broad and balanced curriculum. Our core curriculum has focused on developing our pupil's basic literacy and numeracy skills. This year we have been reviewing our foundation curriculum and trialed a new foundation package which focused on applying these skills in different contexts in year 4 during Summer 2017.</p> <p>We will be introducing this new curriculum across the whole school in September 2017. Our next step is to embed this change whilst developing the pupil's critical thinking skills.</p>

<p><b>How do we support pupils with SEN to improve their emotional and social development?</b></p>	<p>We have a range of specially trained staff who can support children with their emotional and social development. This includes an Emotional First Aider, an Emotional Literacy Support Assistant (ELSA) and a separation counsellor. One of our TAs has also undergone extra training this year on supporting the emotional and social development of children with Hearing Impairments this year.</p> <p>In 2017-2018, we are planning to enhance this provision by employing a Learning Mentor who will undergo ELSA training during the year. We will also be providing our current ELSA with enhanced training.</p>
<p><b>What expertise and training do our staff have to support pupils with SEN?</b></p>	<p>Training needs are identified in response to the needs of pupils currently on the SEN register. School staff have specific training relating to supporting children with hearing impairment, various medical needs, literacy and numeracy interventions and SEMH needs. The INCO attends SENCO network meetings to share good practice with colleagues in Portsmouth and keep up to date with SEND developments.</p>
<p><b>How will we secure specialist expertise?</b></p>	<p>We work closely with and make referrals to a variety of agencies. This year this has included:</p> <ul style="list-style-type: none"> <li>• Educational Psychologists (EP)</li> <li>• Children's Therapy Service (Speech and Language Therapy, Occupational Therapy, Physiotherapy)</li> <li>• Multi-Agency Behaviour Support Service (MABs)</li> <li>• Visual / Hearing Impairment Service</li> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Ethnic Minority Advice Service (EMAS)</li> <li>• Portsmouth SEN Support Partnership (PSENSP)</li> <li>• School Nurse Team</li> <li>• Multi Agency Support Hub (MASH)</li> </ul>
<p><b>How will we secure equipment and facilities to support pupils with SEN?</b></p>	<p>If specialist equipment is recommended by specialist advisors we endeavor to access this via the most cost-effective manner. In some cases, we borrow equipment from agencies such as PSENSP and the Hearing Impairment Service. We currently have an adapted laptop on loan from The Mary Rose Academy specifically provided for one child via PSENSP.</p> <p>In other cases, we will purchase equipment specifically for a child to use. This year we have invested in a sound field system to use in one class.</p>

<p><b>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</b></p>	<p>Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.</p> <p>When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. Further assessments may take place, with parental permission, and all results and recommendations will be shared with parents.</p> <p>When a child with an EHCP has an Annual Review, we invite all agencies involved with the pupil to attend. We also work closely with these specialists when they need to review a child in school.</p>
<p><b>How do we evaluate the effectiveness of our SEN provision?</b></p>	<p>This year the teachers have continued to work on making accurate assessments of all pupils. Through pupil progress meetings, the teachers have worked with the Headteacher, Assistant Headteacher (Pupil Outcomes) and INCO to identify pupils who require some form of provision additional and different to the standard curriculum.</p> <p>The INCO has been working on developing the use of provision mapping to record interventions that have been provided and measuring their effectiveness by comparing assessment data on a termly basis.</p>
<p><b>How do we handle complaints from parents of children with SEN about provision made at the school?</b></p>	<p>The school highly values its partnership with parents. When a constructive relationship between the home and school exists, the child is the main beneficiary and this aids his/her educational progress. However, there are occasions when parents have concerns about their child's schooling; the vast majority of these issues are dealt with positively by the child's class teacher, year leader, phase leader / Assistant Headteacher or by the Headteacher.</p> <p>Very occasionally, where it is not possible to resolve issues, parental concerns are referred to the formal complaints procedure adopted by the Governing Body. A copy of our complaints procedure is available from the school Headteacher's PA.</p>
<p><b>Who can parents contact if they have concerns?</b></p>	<p>In the first instance talk to your child's class teacher. They are in the best position to work with you, observe your child in lessons and decide whether they require provision additional and different to the standard curriculum. They can access support from our INCO to help with this process.</p> <p>If you still have concerns you can contact the INCO, Ms Merel, directly. If you have concerns about your child's social and emotional well-being, you may wish to contact the school's pastoral team via email (<a href="mailto:pastoralteam@kgalynhurst.uk">pastoralteam@kgalynhurst.uk</a>).</p> <p>We provide ourselves on building positive relationships with parents and welcome your support in building a</p>

	<p>team around your child.</p>
<p><b>What support services are available to parents?</b></p>	<p>We provide support in the following ways:</p> <ul style="list-style-type: none"> <li>• The Head teacher and INCO operate an open door policy for parents/carers seeking support and advice</li> <li>• The Pastoral Team compliments the open door policy and can be contacted for advice and support via email (pastoralteam@kgalyndhurst.uk)</li> <li>• The INCO and Pastoral Team can signpost additional support/information available for families in Portsmouth</li> <li>• The dedicated SEN Governor is available as a contact point</li> </ul>
<p><b>Where can the LA's local offer be found? How have we contributed to it?</b></p>	<p>The Portsmouth Local Offer can be found at <a href="http://www.portsmouthlocaloffer.org">www.portsmouthlocaloffer.org</a></p> <p>Our INCO has worked within the SEND Network to help develop and support this local offer, especially regarding the Ordinarily Available Provision documents.</p>
<p><b>How many children at Lyndhurst were identified as having a Special Educational Need or Disability in 2016 - 2017?</b></p>	<p>There were 67 children on the Special Educational Needs and Disabilities (SEND) register at Lyndhurst Junior School. This accounted for approximately 14% of children on the school roll.</p> <p>All of these children have at some point in the year been given provision that is additional to and different from that which can be provided in the standard curriculum.</p> <p>Many of these children's needs were met with the support of the class teacher in the classroom, while others attended intervention groups or had individual support.</p>