

Special Educational Needs and Disabilities Report

Information for parents and carers on how we cater for children with special educational needs and disabilities (SEND) at Frogmore Junior School

Creating lifelong learners in all our pupils

Welcome to Parents and Carers

Please find below the information you will need if you have any questions about the special needs provision to pupils at Frogmore Junior School.

A printable version of this report is available at the bottom of the page.

On the 1st September 2014 a new Special Educational Needs Code of Practice became law. This has some significant changes to the old code of practice. The SEN Code of Practice still identifies SEND pupils as those with needs that are additional to and different from their peers. The main issues affecting schools and young people are:

- The code of practice covers children and young people from the age of 0 – 25
- The old statement of Educational Needs has been replaced with an Education Health Care Plan, which will continue to support your child in their education as they journey through their school life and beyond
- The old SEN categories of School Action and School Action Plus has been replaced by an overarching term as pupils having a SEND need
- School, Academy Trusts and Local Authorities are expected to publish their Special Needs Information on their websites

We hope that this information is useful for you. If you would like a hard copy then please contact the school office on 01252 873054

If you have any questions at all regarding your child's current special needs or you think your child may need additional support, please do not hesitate to contact either your child's class teacher or Mrs Pell (SENCo) on 01252 873054.

<p>What Special Educational Needs provision is available at Frogmore Junior School?</p>	<p>Frogmore Junior School is part of GLF Schools and is a mainstream junior setting (7-11 years).</p> <p>At Frogmore Junior School (FJS) we believe that:</p> <ol style="list-style-type: none"> 1. All children should be valued equally regardless of their abilities or behaviour. 2. All children are entitled to access a broad, balanced curriculum which is differentiated to meet their needs. 3. All children, wherever possible, should be fully integrated into the life of the school 4. Every teacher should aim to give every child the opportunity to achieve success and reach their full potential.
<p>How accessible is the school site?</p>	<ol style="list-style-type: none"> 1. The school is wheelchair accessible with a disabled toilet, a hoist, and most of the classrooms downstairs have automatic doors. 2. The site is regularly monitored for accessibility in conjunction with the manual handling team and inclusion support officer. The manual handling team undertake regular risk assessments and staff training to support pupil access to the library and art rooms which are located downstairs. 3. Where necessary the school uses the support of the specialist teacher advisors to ensure that the needs of the pupils are met through the provision of appropriate equipment, the adaption of materials and curriculum provision
<p>How does the school know if a child needs extra help and what should I do if I</p>	<p>The school identifies children as having Special Educational Needs or disabilities (SEND) through a variety of ways, including the following:</p> <ol style="list-style-type: none"> 1. Liaison with the child's previous school 2. Children performing their Age Related Expectations (ARE)

<p>think my child has Special Educational Needs?</p>	<ol style="list-style-type: none"> 3. Concerns raised by parents 4. Concerns raised by staff for example if behaviour or low self-esteem is affecting their progress 5. Use of screening assessments (Standardised Scores) 6. Liaison with external agencies, for example Physical Disability Advisor, Speech and Language therapists, Locality Team 7. Health diagnosis through a paediatrician <p>Where a parent has concerns that their child has additional needs they should contact the class teacher or SENCo (Mrs Pell) via the school office on 01252 873054.</p> <p>We want to ensure that we continue to build positive relationships with parents. We aim to be open and honest regarding their child's needs and hope they are able to do the same with us.</p>
<p>How will the school support my child?</p>	<p>We have an open door policy where you are welcome at any time to make an appointment with either the class teacher or the SENCo to discuss how your child is getting on. We can offer advice on practical ways to support your child at home. In addition:</p> <ol style="list-style-type: none"> 1. Our SENCo oversees all support and progress of any child who requires additional provision across the school. 2. The class teacher will oversee, plan and work with each child with SEND (Special Education Needs or Disability) in their class to ensure that they make progress in every area. 3. Learning Support Assistants may work with your child either individually or as part of a small group if this is seen as necessary by the class teacher. The regularity of this support will depend on the targets set for the specific programme of support and will be directed by the class teacher. 4. The class teacher in conjunction with the SENCo will decide what level of support is needed. 5. The SENCO will liaise with outside agencies to ensure the necessary support and advice is sought for children with more complex needs.

How will both you and I know how well my child is doing?

1. The class teacher and/or SENCo will decide the targets in conjunction with you (the parent/carer) and the child. These targets will be taken from the child's EHCP, if they have one, or on the advice of the previous teacher. It will provide different interventions and/or differentiated learning to support your child's educational needs. As a result, your child may work with a Learning Support Assistant (LSA) individually or as part of a small group.

The targets will identify:

1. What special help is being given
2. Who will provide the help
3. What the targets for your child are (there are usually up to three specific short term targets)
4. How and when your child's progress will be checked

Progress will be reviewed through:

1. The class teacher and SENCo will meet every term to review progress against the targets and the effectiveness of the interventions. Tests may be used to measure progress and help identify areas of concern
2. Parents/Carers will meet with the class teacher during parent's evenings and other scheduled meetings. If concerns are felt, Parents/Carers are welcome to speak to the class teacher and/or SENCo at anytime
3. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed
4. The school tracks all pupils from entry in year 3 through to year 6 using a variety of different methods.
5. Children who are not making expected progress are picked up through termly review meetings with the class teacher and Head of School. If your child is identified as needing additional support through these meetings, you will be informed through the class teacher as to what additional support may be needed

	<ol style="list-style-type: none"> 6. If a child has not met their SEN targets the reasons will be discussed, then the targets will be adapted either into smaller steps or a different approach may be tried 7. The children are fully involved in their education and know their targets and next steps. 8. The SENCo is responsible for the day to day operation of the SEND policy and provides professional guidance in the area of SEND in order to ensure high quality teaching and effective use of resources to bring about improved standards of achievement for all pupils
<p>How do we know interventions have had an impact?</p>	<p>The school and parents will know interventions have had an impact when:</p> <ol style="list-style-type: none"> 1. During the review of targets set, during parent’s evening and other scheduled meetings, targets have been met. 2. The child is making progress academically against national/age related expectations and the gap is narrowing – they are catching up with their peers 3. Verbal feedback from the teacher to the pupil and/or parent 4. Children may make sufficient progress to move off the SEND register when they have “caught up” with their peers
<p>What are the roles of the Head of School and SSB?</p>	<ol style="list-style-type: none"> 1. The Head of School ensures that the SENCo has sufficient time and professional support to carry out their duties and the management of SEND structures within school to enable effective provision to take place. 2. The Head of School meets regularly with the SENCo to ensure effective provision 3. The SSB has the statutory responsibility that the children’s special educational needs are being met. 4. The SSB, in conjunction with the Head of School, determines the schools general policy and practice. 5. The SSB ensures that they receive annual updates on the implementation of the school’s SEND policy and reviews outcomes for pupils through regular monitoring and evaluation of the provision made for pupils requiring additional support.

	<p>6. The SEN SSB member meets regularly with the SENCo to ensure that pupils with identified SEN are making progress and report is presented termly to the curriculum and standards committee by the SENCo.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<ol style="list-style-type: none"> 1. The school uses differentiation to match work to the needs to the individual or groups of pupils in order to ensure they make good progress. This includes differentiation of tasks, resources, objectives etc. 2. Differentiation happens in a variety of ways. It may be that all children have the same learning objective and activity but the teaching and learning will be adjusted to meet the child's understanding. 3. The school makes adaptations to the resources that support the learning to enable your child to access the curriculum fully. 4. A range of ICT is available to support access in class for example the use of alphasmarts, laptops and easispeak recorders. 5. Targeted plans are written and their individual targets are tailored to ensure that children's learning needs are supported to enable them to make good progress.
<p>How is the decision made about how much support my child will receive?</p>	<ol style="list-style-type: none"> 1. The class teacher, alongside the SENCo, will discuss the child's needs and what support/intervention would be appropriate. Parents and carers are involved in these discussions. 2. Different children will require different levels of support depending on their individual need in order to close the gap and ensure they achieve age expected/appropriate levels in both learning and independence.
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<ol style="list-style-type: none"> 1. We aim for all children to take part in school related activities, including school trips, wherever possible. 2. Risk assessments are carried out and where necessary pre-visits, sometimes involving parents and pupils, are made and advice sought from the venue and from outside agencies. Where necessary alternative activities are arranged. 3. Appropriate levels of staff are provided to ensure that all pupils can successfully take part.

What support will there be for my child's overall wellbeing?

1. We are an inclusive school. All staff believes that high self-esteem is vital to a child's wellbeing. We have a positive supportive ethos that promotes this for all pupils.
2. The School's ethos is supported by an effective behaviour policy, which follows the ideals of our feeder infant school.
3. The class teacher has overall responsibility for the pastoral, medical and social care for all of the pupils in their class, therefore would be the first point of contact for parents. If further support is required the class teacher would then liaise with the SENCo for further advice and support, this may involve working with outside agencies including the Behaviour Support Team or Family Support Workers.
4. If a child has behavioural difficulties the school will put in place an Individual Behaviour Plan, this will be initiated by the child's class teacher and will be regularly reviewed by the teacher in conjunction with parents/carer, SENCo and Head of School, where necessary
5. After any behaviour incident we expect the child to reflect on their behaviour, with an adult, and fill in a reflection sheet. This supports the child to identify why the incident happened and what they can do to differently next time to change their behaviour.
6. The school follows a supportive PHSE programme called "Jigsaw", which focuses on the social and emotional aspect of learning. It underpins the qualities and skills to enable children to promote positive behaviours and become self-reflective and empathetic to other people's needs and beliefs.
7. The school has a trained ELSA (Emotional Literacy Support Assistant) who works under the direction of the SENCo, with vulnerable pupils during the school day
8. The school has a policy on the administration and managing of medicines on the school site. Where medication is prescribed and needed during the school day parents should contact the school office and complete a medicine form.
9. All staff receives general training and updates on medical conditions. Where necessary, staff are trained in specific areas to meet the needs of children in their class.
10. Attendance is monitored on a daily basis by the school administrative team in accordance with the Attendance Policy. Lateness and absence are recorded and reported on to the Head of School and

	SSB. The school has an attendance boomerang which is awarded every fortnight in celebration assembly to the class with the highest attendance for the week.
How will my child be able to contribute their views?	<ol style="list-style-type: none"> 1. It is part of our school ethos to support pupils to express their views on aspects of school life. This is generally done via the School Council, an elected body of students who have an open forum to put forward their classes ideas and viewpoints 2. Pupils who have SEN discuss their targets with class teachers regularly and parents, if applicable. 3. There is an annual pupil questionnaire which actively seeks the viewpoints of children, especially with regard to safety and wellbeing issues. 4. If your child has a statement (Educational Health Plan) their views will be sought before any review meetings. 5. Participation in our P4C sessions gives children the opportunity to express views and concerns in a supportive environment. 6. All children are encourage to talk to an adult within school if they have any issues or concerns.
What specialist services and expertise are available at or accessed by the school	<ol style="list-style-type: none"> 1. At school we work with a range of external agencies that we feel are relevant to individual children's needs. 2. Please see local offer from Hampshire: Family Information & Services Hub 3. And from GLF Schools: http://glfschools.org
What training have staff supporting SEN pupils had?	<ol style="list-style-type: none"> 1. Our SENCo has received regular training, briefings and updates to support her role 2. A member of staff is a trained ELSA, who receives regular support and training updates from the Educational Psychologist 3. Two additional members of staff has had training in the delivery of programmes from the speech and language therapist

	<ol style="list-style-type: none"> 4. One member of staff is trained in the delivery of specific physiotherapy interventions 5. Our LSA team has had training in delivering reading and spelling support programmes, including Read, Write Inc – which supports reading through learning synthetic phonics 6. Our Speech and Language LSA’s have attended Speech and Language training by the Educational Psychology Team. 7. All teachers and some of our LSAs have had training on supporting dyslexic issues and traits within the classroom
<p>How will the school prepare and support my child when joining the school and transferring to a new school?</p>	<ol style="list-style-type: none"> 1. We encourage all children to visit the school before they start. For vulnerable pupils we encourage additional visits, to enable them to acclimatise to the new school. We also visit them in their current school where possible. 2. For pupils who will potentially find change a challenge we write social stories to support the transition process. 3. Transition meetings are arranged between SENCo and teaching staff in both the feeder infant and junior school. 4. For transition to secondary school, our SENCo liaises closely with the special needs department and we arrange for additional visits. 5. Members of staff from our feeder secondary school, Frogmore Community College, visit the school and meet members of staff to discuss transition issues and where appropriate meet with individual children. 6. We liaise closely with staff when receiving and transferring children to different schools ensuring the relevant paperwork is passed on and all needs are discussed.
<p>How are parents involved in the school?</p>	<ol style="list-style-type: none"> 1. We aim to work in partnership with parents and carers, the school operates an open door policy and encourages parents and carers to help in school, seek advice or express concerns to the relevant people. 2. Parents/carers are invited to a number of parents evenings and many other events throughout the year, for example class assemblies, PTA events, craft activities and learning support events.

	<p>3. Parents/carers with children who have SEN are invited into school, when necessary, to discuss setting targets and reviewing progress against those targets.</p>
<p>Who can I contact for further information?</p>	<ol style="list-style-type: none"> 1. The first point of call would be your child's class teacher 2. Contact the school office to arrange an appointment with our SENCo, Mrs Pell 3. Contact Hampshire SENDIASS – https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send 4. Contact IPSEA (Independent Parental Special Education Advice) 5. View our SEN policy 6. Contact GLF Schools – http://glfschools.org 7. If you are considering whether your child should join the school then contact our Head of School, Miss E Richardson, or SENCo, Mrs L Pell, who will willingly discuss how the school could meet your child's needs.
<p>Who can I contact if I have a complaint?</p>	<ol style="list-style-type: none"> 1. If a parent/carer wishes to discuss something about their child they can talk to their class teacher and/or SENCo, the school operates an open door policy and is always willing to meet with parents and carers. 2. The school, as well as GLF Schools, has a formal complaints procedure which can be found on the website or advice/copies are available via the school office.