

Rowner Junior School Special Educational Needs and Disability Information Report 23/24

“Growing Learners, Leaders and Citizens”

Introduction

Rowner Junior School, which is part of the Gosport and Fareham Multi Academy Trust, is a two form entry mainstream school for 7 to 11 year olds with 218 pupils currently on role. The school is supportive and inclusive and aims to meet the needs of all children with Special Educational Needs and/or Disabilities (SEND). Children with SEND are given opportunities and encouragement to learn through a broad and balanced curriculum, in an inclusive learning environment, where securing improvement is at the forefront.

September 2023 numbers on roll: 66 children with SEND.

Children and young people with SEND have different needs; all children with SEND are welcome to apply for a place at our school, in line with the school Admissions Policy. If a place is available, we will strive to work in partnership with parents, carers and, where necessary, professionals from outside agencies, in order to ensure that we are able to offer the provision required to meet the needs of all pupils at this school.

Children who have a SEND are included on the SEND Register. Their specific need, or needs, are recorded and shared with parents / carers, the Senior Leadership Team (SLT) and other relevant members of staff. The four broad areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and / or Physical needs

If your child has complex SEND they may be part of a Transfer Partnership Agreement, (TPA) or have an Educational Health Care Plan (EHCP), which means that formal arrangements to support your child are agreed and are recorded in writing. In addition, meetings will take place with you and anyone else involved in your child’s learning to discuss your child’s progress. There will also be an annual review.

How does the school know if children need extra help and what should I do if they think my child has special educational needs?

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

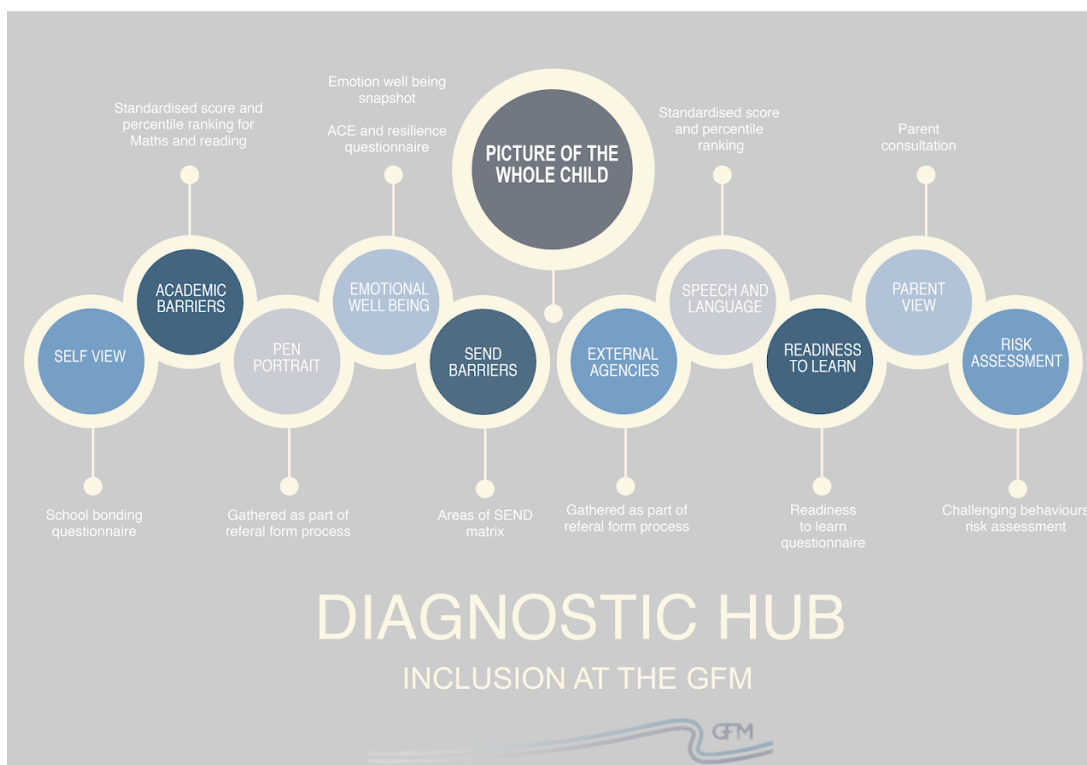
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided by others of the same age in mainstream schools or mainstream post-16 institutions.’ (SEND Code of Practice 2015)

At Rowner Junior School, we identify children as having SEND through a variety of ways, including the following:-

- Liaison with the child’s infant school/previous school
- Information sharing through TPA Annual Reviews (if the child is already on the SEND register or has an EHCP)
- Concerns raised by parent/carer
- Concerns raised by teacher (e.g. if the child is performing well below age related expectations or if behaviour, self-esteem and generally well-being is affecting the child’s performance)
- Diagnostic screening and assessment carried out in school

Since September 2020, an ‘ISEND Matrix’, designed and created by the Gosport and Fareham Multi Academy, is completed by the class teacher to identify whether a child has a SEND. The ISEND Matrix identifies the child’s broad area of need/s as well as the specific areas of need/s within the broad areas of SEND, whilst giving instant strategies for the class teacher to use in order to support an individual child.

Since June 2021, we have used a wide range of tools, which form our Diagnostic Hub, to determine specific barriers to learning, including academic, emotional well being and how connected the young person feels to their own educational setting and self view.



- Liaison with external agencies (e.g. Specialist Teacher Advisory Service, CAMHS, physical health diagnosis through a paediatric consultation, Educational Psychologist)

If you have concerns that your child may have a special educational need, share your concerns with the class teacher in the first instance. You can also contact/meet the SEND Leader (Mrs Sarah Knoll) who is available by appointment throughout the academic year.

Should you have a concern about the School's SEND provision, please contact the SEND Leader, the Associate Headteacher (Mrs Kerry Sharpe) or the Executive Headteacher (Mrs Georgina Mulhall). If your concerns persist about the school's provision, a formal complaint can be made to the Executive Headteacher responsible for Inclusion across the MAT and/or the Multi-Academy Trust Primary Phase Committee Chair or the Board Chair.

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

We pride ourselves on building positive relationships with parents/carers. We are open and honest with parents/carers so that the child's best interests are at heart and we hope that parents/carers and children are able to do the same with us.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher, SEND Leader or a member of the Senior Leadership Team to discuss how your child is progressing. 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/carers and teachers, therefore, we aim to keep communication channels open at all times, especially if your child has complex needs so we can ensure we can enable the right provision for your child.

We monitor children's progress in learning against national and age related expectations. At Rowner we track children's progress from entry at Year 3 through to Year 6, using a variety of different methods including National Curriculum Age Related Expectations and assessments which indicate age standardised scores in reading, spelling, grammar and mathematics. Actions are put in place to support children in their learning if they are not making the expected gains in progress.

When pupil/parent progress meetings are scheduled in school (3 times a year), there will also be the opportunity for any parent/carer (even if their child is not yet on the SEND register) to make an additional appointment to see the SEND Leader (Mrs Sarah Knoll).

In addition to the pupil progress meetings, children who have a SEND are monitored through their SEND profiles on 'Provision Mapping' which includes small next step targets which are reviewed at least one a half term. The SEND profiles are created by the class teacher in consultation with your child, teaching assistants and the SEND Leader and are shared with you so that you can support your child in reaching their small step targets. Parent/carer and pupil views are also recorded as well as the pupil's key strengths and key areas of concerns, their teaching and learning approaches as well as the interventions they are working on.

If your child has complex needs and they have an EHCP, a formal Annual Review will take place each year from the date the first plan was issued. This will consider your child's progress, review the plan's targets and provide information which will be reported back to the Local Authority (LA).

Parents/carers are very welcome to make an appointment at any time to view and discuss their child's progress with the Class Teacher or SEND Leader.

How will the School support my child? – curriculum and environment.

*'Special educational provision is educational or training provision that is **additional to or different from** that made generally for other children or young people of the same age by mainstream schools.'*

(SEND Code of Practice, 2015)

We aim to include inclusive practices across the school. All learning environments are inclusive and ASC friendly. Consideration and adaptations are made to the school environment where necessary.

Children with a SEND are taught in class by a qualified teacher who delivers lessons they have planned along with their year group colleague. The learning is broad and balanced, personalised and resourced to provide challenge, progress and a sense of achievement for all.

Where appropriate, access strategies are provided to ensure all children are successful in their learning. English and mathematics are taught daily, usually in the mornings, where there may be a teaching assistant working in a supportive role in the classroom with individual or small groups of children as appropriate or they may be required as part of an EHCP.

When an intervention programme is used to accelerate progress for a child, it is delivered by a teacher, or teaching assistant, who has had quality training in the intervention they are delivering. The progress that is made by the child in the intervention is evaluated by the SEND Leader and class teacher. Outcomes are shared with parents / carers and are reported to the Primary Phase Committee.

Our SEND Leader, in partnership with the Senior Leadership Team regularly reviews any child with additional needs across the school.

Mrs Sharon Fuller, who is a trained practitioner of FEIPS, (Framework for Enhanced Individual Pastoral Support), trauma-aware trained and qualified Mental Health First Aider is available to provide children with pastoral support when required to enable successful learning experiences. Mr Connor and Mrs Connor are also trauma-aware trained and Mrs Fuller and Mrs Held are trained to provide Lego Therapy intervention.

We make regular contact with specialised professionals who can give additional advice and support our staff and parents, so we can work together to provide an effective education for children.

As part of the Gosport and Fareham Multi Academy (GFM), we also have access to additional support which can be provided through the staff and services within other schools in the MAT e.g. educational Psychologists, Social Workers and Speech and Language therapists.

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's well-being is very important. We have a caring and understanding team looking after our pupils.

- 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/carers first point of contact. If further support is required, the class teacher liaises with the SEND Leader for further advice and support. This may involve working alongside outside agencies such as Health and Social Services and/or the Primary Behaviour Support Team (PBS).
- Once a term, one of our Teaching Assistants (Mr Connor) and typically a colleague from Autism Hampshire, runs a coffee morning for parents/carers wishing to meet informally for advice and support.
- Trauma Informed practice offers our young children a safe and supportive environment to talk about difficult issues in confidence. We listen to children's views, experiences and feelings without judgement in an atmosphere of respect and empathy, based on a secure, trusting working relationship.
- Our whole school curriculum is underpinned by our 'Gosport Futures' which is taught to help fulfil our mission to allow children to be 'growing learners, growing leaders and growing citizens,' through life skills considered useful for success.

How will the school be monitored to ensure best practice?

The SEND Leader reports to the school leadership team at least half-termly to inform them about the progress of children with SEND. There is open and robust dialogue. The GFM Executive Headteacher for Inclusion has an overview of SEND provision for the Trust. The Executive Headteacher, working in conjunction with our Associate Headteacher will support the monitoring of SEND provision and share this with Trust forums which are shared with the Board. A colleague in governance role visits the school and reports back to the school senior leadership and CEO.

The system provided by the SEND Team is subject to usual school inspections and advice as required.

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

Class teachers plan lessons to meet the needs of children accordingly.

Some children may have additional, personalised interventions of support, to enable accelerated progress (e.g Toe to Toe, Stride Ahead, Precision Teaching, Paired Reading, Lego Therapy, Sensory Circuit, speech and language therapy, phonics sessions and Speech Link interventions). This will not be during core subject lessons. We aim to ensure all children have a full, broad and balanced curriculum, so your child will never be removed from class for long periods of time or be regularly taken out of the same subject.

Where a child has a physical or sensory difficulty, reasonable adjustments and access arrangements will be put in place (with advice and support given from the Specialist Advisory Service) to ensure access for all pupils to the curriculum, the physical environment and to information.

The SEND Leader will regularly update the SEND action plan which will detail how the school is constantly assessing, planning, improving and enhancing for children with SEND.

In some cases, the learning may be specific to the individual: for a visually impaired child, for example, there may be enlarged text, for a child with dyslexia, coloured overlays.

Class teachers are supported by the SEND Leader to make appropriate adaptations for children with SEND.

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

Your child's needs will be assessed continually by the class teacher and the SEND Leader through half termly review meetings. Following this, allocation of additional support to pupils in need is made, if required. The type of support is determined by the area of need; this may be an academic, emotional or a physical support or learning intervention. Most children with SEND will have their needs met within the inclusive classroom setting that Rowner Junior School provides, without further support.

If your child requires support which is additional to and different from the peer group in which they are in, they may be placed on the SEND register. We will inform you if this is being considered and discuss with you the implications.

Some children, however, may require an EHC needs assessment in order for the Local Authority to decide whether it is necessary for it to make enhanced additional provision to support your child's success in a mainstream school.

The purpose of an EHC plan is to make special educational provision to meet the considerable special educational needs of the child, to secure the best possible outcomes for them to access education, health and social care and, as they get older, prepare them for adulthood.

An EHC can be requested by you or by the school via the EHC Hub online. The SEND Leader will oversee the process in school and will be happy to do so. Where a request for a statutory assessment is made, the school, parents/carers and any relevant outside agencies must provide written evidence of at least two terms worth of 'Access - Plan - Do - Review cycles' to the Local Authority (LA). This must also include details of:

- Any relevant educational assessments
- Details of the agreed plan for provision by the school, parent/carer, the child and any relevant outside agencies
- Records of actions taken by the school, parents/carers, the child and any relevant outside agencies
- Records of review of planned provision and their outcomes through 'Provision Mapping'
- Details of the child's health including the child's medical history, where relevant.
- Age related expectations and standardised scores in all core subject areas.
- Details of involvement and assessment from relevant outside professionals to develop provision, for example, from a specialist advisor teacher or Educational Psychologist.
- The views of the parents/carers and of the child through the K1 and K2 forms (since November 2021, these forms now needed to be completed via the EHC Hub online).
- Involvement of any other professionals.
- Any involvement by the social care or education welfare service.

The process of application for a EHC assessment is very detailed and it can take up to an academic year to gather enough appropriate evidence to support the request and demonstrate a requirement for additional funding, so we will ask for both your support and patience if this route is considered.

If you and the child's current educational provider feel that your child may require an education different to that provided in a mainstream school, an EHCP will have to be issued in order for an application to be made for access to a specialist setting. Please make contact with the SEND Leader if this is something you have considered for your child.

What training is provided for staff supporting children with SEND?

Our SEND Leader has a Masters Level SEND Accreditation, an award required for all SEND Leaders.

Our support staff receive training, as required, in delivering intervention programmes to support (e.g. Precision teaching to improve spelling, Paired Reading to improve reading decoding and comprehension skills).

All members of staff have received recent Inset training on the 'whole child', de-escalation, effective use of questioning, models and images and other access strategies, facilitated by members of staff across the GFM who are experts in these areas.

Some members of staff have received specialised training in providing support for children with specific conditions, including Autism, Trauma, ADHD, speech and language difficulties and Attachment Disorder. We can also draw upon other expertise across the GFM (dyslexia, Autism, including language and communication and developing reading and vocabulary skills specialists).

This list is not exhaustive and is revisited throughout the year to meet the needs of the whole team.

How are children with a SEND included in activities outside of the classroom, including school trips?

We aim to work in partnership with parents and carers wherever possible and your views are valued. When planning activities outside of school, including school trips, children with a SEND are fully included. If appropriate, parents are consulted about arrangements for outside activities and may, in some instances, be asked to accompany their child on the visit.

How accessible is your School (indoors and outdoors)?

Rowner Junior School has eight classrooms which are located in a two storey building. There are wheelchair access points and there is a separate accessible toilet. In addition, the school has a wet room and toilet facility which includes a hoist and bed.

The car park has one designated disabled parking space. Several members of staff have first aid training and where appropriate, specialist training is given to support pupils who have a physical or medical SEND.

What support is given for improving the emotional and social development of pupils with a SEND?

All children have lessons involving their Personal Development Learning (PDL), well-being and Commando Joe's (Character development curriculum, which follows a RESPECT framework). Children who have a social or emotional SEND are supported appropriately and recorded on our 'Provision Map'. In exceptional cases, temporary support is also available in our bespoke adjusted provision, The Hive.

We value and believe in every individual and we promote this through kindness, care and high challenge. This is achieved through a rich curriculum that is embedded with the 'Foundations for Gosport Futures,' a set of skills that promote personal and character development. The Gosport Futures include:

1. Listening
2. Speaking
3. Problem solving
4. Creativity
5. Staying positive
6. Aiming high

7. Leadership
8. Teamwork

How does the school manage the administration of medicines?

The school has a Medical Conditions and First Aid Policy which includes procedures for administration of medicines. Children with specific medical conditions will have an Individual Health Care Plan. Risk assessments are routinely used so that all staff are able to manage medical conditions. The school employs staff qualified in first aid.

Parents are asked to contact the school if medication is recommended by health professionals to be taken during the school day.

Specialist services and expertise available at, or accessed by Rowner Junior School.

Our SEND Leader, Sarah Knoll is fully qualified and accredited to lead SEND. She works closely with any external agencies that she feels are relevant to individual children's needs following identification and referrals within our school including: - Behaviour Support; Health – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists and physiotherapists; educational psychologists; outreach from Heathfield and the Waterloo schools, Specialist Advisory Teacher services, Children's services including – Intensive Family Support and social workers .

How do we prepare and support children to join our school or transfer to a new school?

We encourage all new children to visit the school before starting, to be shown around the building and grounds and to see our children and adults working together.

If we anticipate transition to our school could be stressful for the child, extra support will be provided.

Occasionally it may be appropriate for a child to join Rowner Junior School on a managed move. This is a gradual, time specific move which involves close liaison between parents or carers, the current school and Rowner Junior as the receiving school. Hampshire County Council admission protocols are adhered to strictly in order for the process to culminate in the best outcomes for all concerned.

When children with a SEND are preparing to leave us for a new school, we arrange a meeting with a member of staff from the receiving school, the parents and the child to develop a Transfer Partnership Agreement (TPA). The agreement details the provision already in place and sets out the new arrangements to be made by the next school.

We endeavour to 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.

We work closely with the GFM SEND Team and SEND Leaders meet in a shared forum to support GFM SEND endeavours.

The Key Stage 3 and 4 SEND leaders who work for the Trust at Brune Park and Bayhouse School. These SEND leaders have different areas of responsibilities:

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

- Contact the School Admissions Team and arrange a visit to the school. The SEND Leader or Senior Leadership Team will willingly discuss how the school can meet your child's needs.

Who can I contact for further information?

- **Fareham and Gosport Special Educational Needs Team**
Email: fareham.gosport.sen@hants.gov.uk
- **Contact Hampshire SENDIASS** – website: www.hampshiresendiass.co.uk Telephone: 0808 164 5504 Email: info@hampshiresendiass.co.uk
- **Contact IPSEA (Independent Parental Special Education Advice)** – www.ipsea.org.uk/

Where can I get further information where the Local Authority's Local Offer is published?

- The SEND Information Report can be accessed through our school website and refers to provision in our setting. The information above is provided as part of Hampshire County Council's Local Offer. To access the Local Offer in its entirety click on the link below.

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

- The Department of Education website www.education.gov.uk will give links to the most relevant recent legislation and guidance for organisations who work with and support children with SEND.

Written by: Mrs S Knoll (SEND Leader)

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