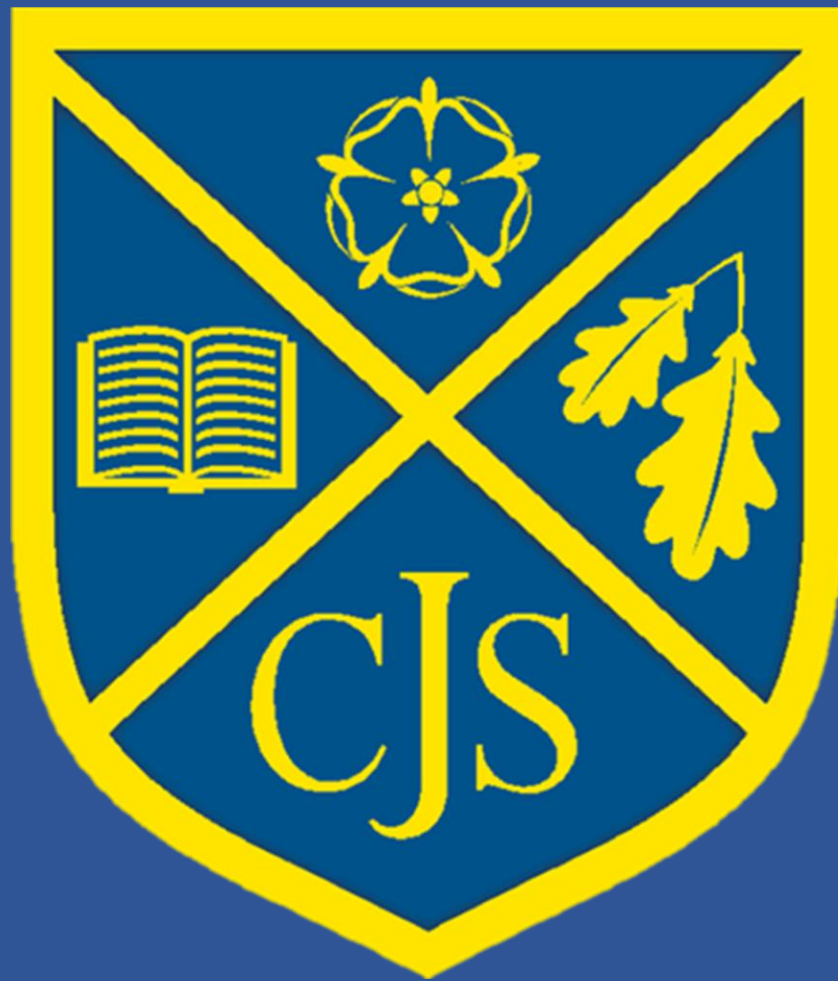


Clanfield Junior School



Special Educational Needs Information Report: Information For Parents

Telephone: 02392 593 209

Email: adminoffice@clanfield.hants.sch.uk

January 2024 Version 7



Contents

About Clanfield Junior School.....	3
About this document.....	3
Identifying children’s needs.....	4
Areas of need.....	5
Working in partnership with parents and pupils.....	6
Supporting children’s learning at home.....	6
Supporting children’s needs in school	7
Monitoring Progress	7
Inclusion in activities outside the classroom, including school trips	7
Supporting children’s wellbeing	8
Support for transition to or from another school	9
Specialist services and expertise accessed by the school	10
Further support for families	12
Accessibility	14
Procedures for Complaints and Concerns	14
Budget and resourcing for SEND	14



About Clanfield Junior School

Clanfield Junior School is a mainstream 2/3 form entry junior school. At Clanfield our children make the school an amazing place to be as they are positive, enthusiastic and resilient learners who put our school motto 'Be the best that you can be!' into practice on a daily basis.

We recognise special educational needs and/or disabilities (SEND) as a difference in need. We aim to meet children's needs positively, through high-quality inclusive teaching, reasonable adjustments and special educational provision.

Heather McGlynn,
Special Educational Needs and Disabilities Co-ordinator (SENDCo)

About this document

This document outlines our approach to supporting the needs of children with special educational needs and/or disabilities (SEND), in line with the Department for Education Special Educational Needs and Disability Code of Practice, 0-25 years (2015) and Hampshire's SEND Local Offer.

The Local Offer is designed to help families find the very best support for their child or young person. It includes information about education, health, social care, preparation for adulthood, leisure services and access to impartial advice or support.

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



Identifying children's needs

At Clanfield Junior School, we work in partnership with parents to identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child. This allows us to plan actions the school needs to take so that the child receives an education that will enable them to maximise opportunity and success in learning and life, irrespective of need, prior attainment, background or circumstance.

We welcome contact from parents. If you have a concern regarding your child's needs, progress or wellbeing, feel free to talk to your child's teacher at the gate or alternatively request an appointment with your child's class teacher through the school office.

If you are considering Clanfield Junior School for your child, and you would like to discuss their needs, please contact our SENDCo through the school office.

A child may have special educational needs and/or disabilities if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age.
- Have a physical disability or sensory impairment, which either prevents or hinders the child from making use of educational facilities of a kind provided for pupils of the same age in schools within the area of the local education authority.
- Have social, emotional or mental health difficulties that significantly hinder the child from accessing learning and/or the school environment.



Areas of need

Every child has a unique set of strengths and needs and these will change over time and between contexts. There are four main areas of need; a child may experience difficulties in more than one area.

Social, Mental and Emotional Health	<p>Children with social, mental and emotional health difficulties may have a wide range of needs. These may stem from, or lead to:</p> <ul style="list-style-type: none">• Social isolation or becoming withdrawn• Challenging, disruptive or disturbing behaviours• Attention difficulties (ADHD)• Anxiety and depression• Attachment disorders• Low self-confidence• Issues with self-image
Sensory and/or Physical	<p>Children with sensory processing needs and/or disabilities may require adaptations or specialist provision to access all the opportunities available to their peers. Sensory and/or physical needs include:</p> <ul style="list-style-type: none">• Difficulties with gross and/or fine motor skills• Visual and/or hearing impairment• Complex medical conditions requiring adaptation(s) or specialist provision• Physically disabilities• Sensory needs such as a sensitivity to noise, smell, light, touch or taste• Personal care needs including dressing and toileting
Cognition and Learning	<p>Children with cognition and learning needs may have:</p> <ul style="list-style-type: none">• Slower progress than their peers, even with appropriate variation of learning.• Specific learning difficulties that affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and developmental co-ordination disorder (dyspraxia).• Moderate learning difficulties that require support in many aspects of learning.
Communication and Interaction	<p>Children with speech, language and communication needs may have:</p> <ul style="list-style-type: none">• Difficulty in communicating with others• Difficulty with speech• Autism or autistic traits• Developmental language disorder



Working in partnership with parents and pupils

We believe that children with SEND often have a unique knowledge of their own needs and their own views about what sort of help they would like to make the most of their education. All children need help to learn to make choices, have opinions, identify goals and make considered decisions. Additional efforts are made to ensure that the voice of children with SEND is sought and heard and this is part of the process of teaching and supporting them all year round. These are skills we want children to acquire to help them move towards adulthood and be able to live more independent lives as adults.

We aim to form a strong, collaborative partnership with parents/carers. This may be, for example, through regular conversations about a child's progress and a two-way understanding of the context of the child's life and experiences, both at home and at school. Parents/carers know their child in a way that as a school, we do not and cannot; they see them in different situations and with different people, across a range of relationships. Their views and insights are invaluable to the identification of a child's needs and their provision in school.

Class teachers review children's progress with parents at Parents' Evenings and share progress across the year in the child's School Report in the summer term. We welcome contact from parents; please request an appointment with your child's teacher and/or the SENDCo if you would like to discuss your child's needs at any point in the school year.

Supporting children's learning at home

The class teacher will suggest ways of supporting your child's learning at home and the SENDCo will always be available to talk through any challenges you may be facing.

External agencies, such as those suggested in the 'Signpost' section may also suggest strategies to use at home.



Supporting children's needs in school

All teachers are teachers of children with special educational needs and/or disabilities. The class teacher plans and delivers the curriculum, ensuring all children can access learning. This may require reasonable adjustments and specialist provision for children with additional needs. Teaching Assistants work alongside teachers to meet the needs of children.

Children with additional needs may have reasonable adjustments such as specialist equipment to access learning and the school environment.

The SENDCo works in partnership with pupils, parents, staff and external agencies to co-ordinate special educational needs and/or disabilities provision.

Staff training is matched to the immediate needs of the children within the school. It is reviewed regularly and co-ordinated by the SENDCo.

Monitoring Progress

Our SENDCo monitors the provision and progress of children requiring additional support across the school. The SENDCo works with the senior leadership team and the SEN Governor to review the success of additional support, taking action to ensure that every child receives an education that will enable them to maximise opportunity and success in learning and life, irrespective of need, prior attainment, background or circumstance.

Inclusion in activities outside the classroom, including school trips

Activities and school trips are available for all children. We carry out risk assessments and put in place procedures for all children to participate.

Children with special educational needs and/or disabilities may need additional emotional support or adjustments and adaptations to ensure the child has appropriate access and is able to participate fully and safely.



Supporting children's wellbeing

We promote positive behaviour, mental health, wellbeing and resilience through our whole-school approach and specialist provisions for children or parents who may be experiencing emotional difficulties. This includes

- Personal Social Health Education (PSHE) lessons taught by teachers. These lessons include the Sex and Relationships Education in Schools (SRE) curriculum as well as other topics such as exploring relationships, celebrating difference, keeping ourselves safe and learning about rights and respect.
- Our ELSA, Mrs Caroline Moakes, is specially trained to deliver programmes that support our children to develop their emotional needs; including support to maintain friendships and positive wellbeing.
- Specialist provisions such as social stories, self-regulation toolkits and individual reward charts
- Interventions to promote well-being such as transition groups and friendship skills groups
- Supported lunchtime activities
- Support from external agencies including Barnardos
- Focused activities during Anti-bullying Week and Children's Mental Health Week
- Classroom well-being strategies such as the worry monster
- Recognising and rewarding positive behaviours through a variety of ways, such as Class Dojos, Marvellous Me communications to parents, stickers, stamps and visits to the headteacher to share success

We also work with the Mental Health Support Team who offer a variety of therapies including individualised and targeted Cognitive Behavioural Therapy treatment, working 1:1 with a clinician across a period of time and mental health courses.



Support for transition to or from another school

We understand the importance of having good transition arrangements in place for all children and most notably those with vulnerabilities. We aim to ensure that information about academic, social, emotional and behavioural aspects as well as how the child learns best, what their strengths are and how they are most likely to achieve success, coupled with any useful contextual information are in place for transitions.

In the summer term, visits are arranged for Year 2 children to spend time with their new teachers. Additional visit opportunities are provided for children with vulnerabilities. The SENDCo will meet with the SENDCo and/or SEND support staff at the infant schools prior to transfer. Where offered, the SENDCo will attend Transition Partnership Agreement meetings at the infant school.

Alongside the information shared between Year 6 staff and the staff of secondary schools, the SENDCo will discuss the needs of all Year 6 children on the SEND register with the SENDCo and/or SEND support staff at the secondary schools prior to transfer. The SENDCo will arrange Transition Partnership Agreement meetings with parents and staff for Year 6 pupils with EHCPs transferring to secondary school. Some children who have SEND Support may also benefit from a Transition Partnership Agreement meeting and this will be discussed with parents.

Parents of children with SEND needs who are considering transferring to Clanfield Junior School can contact the SENDCo to discuss their child's needs at adminoffice@clanfield.hants.sch.uk.

When children transfer to other settings within the school year, the SENDCo and class teacher ensure that all information is transferred to the child's new setting.



Specialist services and expertise accessed by the school:

Occupational Therapists (OT)

The OT helps to improve the child's ability to learn, socialise and play, by finding ways to overcome any problems they may experience participating in day-to-day activities. They will work closely with parents and teachers to develop practical solutions in order to help the child get the most from life.

Speech and Language

Therapists (SALT)

Speech and Language Therapists support may include:

- Assessing pupil's individual communication needs and supplying an individual SALT plan identifying targets to be worked towards.
- Discussion and advice on activities you can use at home.

Physiotherapists

Physiotherapy is aimed at helping children develop and maintain their mobility skills, joint range of movement, muscle strength, and motor skills. Therapists can advise on activities to help to improve their access to the curriculum.

Educational Psychologists (EP)

The school has subscribed to the Hampshire EP service and access depends upon individual pupil needs through discussion with the SENDCo, parents/carers and class teacher. The EP service is able to work with school staff and parents to identify areas of need and how best to support the child.



<https://www.hants.gov.uk/educationandlearning/educationalpsychology>



Primary Behaviour Support

PBS work closely with the school, parents/carers and children to offer support with the management of more challenging behaviour.



Primary Behaviour Service

<https://www.hants.gov.uk/educationandlearning/educationinclusion/service/primarybehaviourservice>

Children's Services

As a school, we have access to and work closely with Social Care in supporting both the children and families as needed.



Children's Services

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/contacts>

Outreach support from specialist settings

- Riverside Community Special School Outreach Service



<https://www.riverside.hants.sch.uk/>

- The Waterloo School Outreach Service,



<https://www.waterloo.hants.sch.uk/Outreach/>

School Nursing Team

The school nursing team works with schools, parents and children to offer support and advice on multiple issues.



<https://www.what0->

[18.nhs.uk/resources/information-on-local-healthcare-services/school-nursing-hampshire](https://www.what0-18.nhs.uk/resources/information-on-local-healthcare-services/school-nursing-hampshire)



Specialist Teacher Advisors

This is a specialist multi-disciplinary team, who aim to share expertise by working in partnership with families, children or young people and educational staff. Children and young people are supported, and empowered, to achieve throughout their learning journey and be well prepared for adulthood.

This includes advisors for:

- Hearing Impairment
- Visual Impairment
- Physical Disabilities
- Assistive Technologies
- Communication & Interaction

Further support for families

These are services that you might find helpful.

Child and Adolescents Mental Health Services

A wide range of health professionals that can support children where there are concerns about their emotional wellbeing and mental health. They can also work with their family and carers.

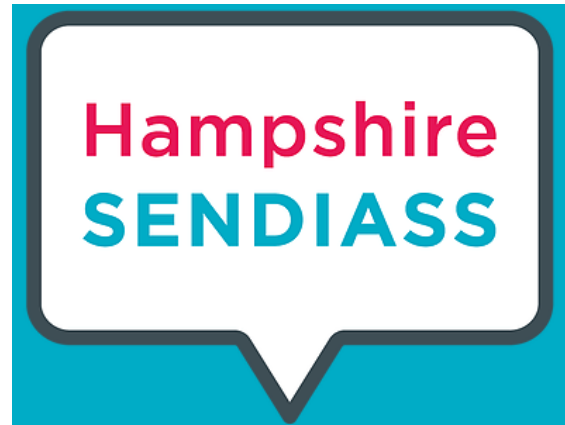
YOUNGMINDS

<https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/>



Hampshire SENDIASS

Hampshire SENDIASS is an impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) that aims to make a positive and lasting difference for children and young people with special educational needs and/or disability (SEND) and their parents and carers. It is a free and



confidential service offering advice and support through online resources, at events and workshops, via their helpline service and through individual casework.

<https://www.hampshiresendiass.co.uk/>

BRAAIN



BRAAIN provides support for families and children with Attention Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder (ASD) and / or other special needs.

<https://www.braain.co.uk/>



Accessibility

- Although our school is on many levels, the buildings are accessible by wheelchair through the use of ramps and a lift.
- There is a room for the delivery of physiotherapy, this includes one of the two toilets with facilities for children with disabilities.
- For some routes around the school, wheelchair users travel externally.
- Some classrooms have adaptations to make them more accessible for wheelchair users.
- The classroom environment is assessed for the needs of children with hearing or visual impairments

Procedures for Complaints and Concerns

If a parent/carer is unsure or concerned about any aspect of their child's SEND provision, they are encouraged to raise their concerns with their child's teacher or the SENDCo. If parents are not entirely satisfied with the outcome offered by staff, they may follow the school's complaints procedure. The Complaints Policy and Complaints Procedure can be found on our website and are available from the school office.

Budget and resourcing for SEND

- The SEND budget is allocated each year. The money is used to provide additional support or resources for children who need them.
- Additional provision may be allocated at any time depending on need and can be triggered by a variety of events.
- Resources may include staff time.



Little Hyden Lane
Clanfield
PO8 0RE

Tel: 02392 593209
Email: adminoffice@clanfield.hants.sch.uk
Web: www.clanfield.hants.sch.uk

‘Be The Best That You Can Be’