



## INTRODUCTION

### SOLENT JUNIOR SCHOOL

#### LOCAL OFFER

"This page is part of the Local offer for Portsmouth. Under the Children and Families Bill which becomes law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area".

#### For Special Educational Needs and Disability (SEND)

Solent Junior School believes that all pupils should become:

- Successful learners, who enjoy learning, make good progress and achieve well.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens, who show consideration and respect towards one another and make a positive contribution to our community.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our School has a Special Educational Needs Co-ordinator (SENDCo) who is responsible for the management of provision and for support for identified pupils with SEND. They will also coach and support teachers and other staff to enable them to provide appropriate assessment and provision for children in their class with SEND. Further information about our rationale can be found in Solent Junior School's SEND policy - [click here](#).

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom. Solent Junior School provides a range of ordinarily available provision for all children, including those with SEND from the totality of resources available to us. [Click here](#) to view Portsmouth's Ordinarily Available Provision document.



## **“WAVES OF INTERVENTION” AVAILABLE AT SOLENT JUNIOR SCHOOL**

Throughout their time at Solent Junior School, children will receive varying levels of support according to their changing needs and circumstances. The information in the tables below is a guide to the ‘typical’ levels of provision as such levels of support and provision will vary across time for individual children, in response to their individual needs. Solent Junior School provides a graduated response to each child dependent on the level of need. This is often referred to as the “Waves of Intervention.” Wave 1: Quality First Teaching through differentiation; Wave 2: Small group support for those children who are achieving below age-expected levels; Wave 3: Focused, individualised programmes for pupils achieving well below age-expected levels.

### **AREAS OF NEED EXPLAINED**

The ‘Code of Practice’ (January 2015) states that there are four main areas which cover SEND. These areas and their meanings, accompanied by the Waves of Intervention that Solent Junior School employs to address these areas are outlined on the following pages.

<b>Area of Special Educational Need</b>	<b>Relating to difficulties with:</b>
<b>Communication and Interaction</b>	<p><b>Children may have a delay or disorder in one or more of the following areas:</b></p> <p>Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.</p>
<b>Cognition and Learning</b>	<p>Children may have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"><li>• language, memory and reasoning skills</li><li>• sequencing and organisational skills</li><li>• an understanding of number</li><li>• problem-solving and concept development skills</li><li>• fine and gross motor skills</li></ul> <p><b>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</b></p>

<b>Social, Mental and Emotional Health</b>	<p><b>Children may have difficulties with social and emotional development which may lead to or stem from:</b></p> <ul style="list-style-type: none"> <li>• social isolation</li> <li>• behaviour difficulties</li> <li>• attention difficulties (ADHD)</li> <li>• anxiety and depression</li> <li>• attachment disorders</li> <li>• low self esteem</li> <li>• issues with self-image</li> </ul>
<b>Area of Special Educational Need</b>	<b>Relating to difficulties with:</b>
<b>Sensory and / or Physical</b>	<p>Children may have medical or genetic conditions that lead to difficulties with:</p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross / fine motor skills</li> <li>• Visual / hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment.</li> <li>• Over sensitivity to noise / smells / light / touch / taste.</li> <li>• Toileting / self-care</li> </ul>

### COMMUNICATION AND INTERACTION

<b>Whole School Approach Quality First Teaching</b>	<b>Targeted Support for Individuals or Small groups</b>	<b>Specialised Individual Support for Children with Additional Needs</b>
<b>(Wave 1 Intervention)</b>	<b>(Wave 2 Intervention)</b>	<b>(Wave 3 Intervention)</b>
<p>Teacher's awareness of a child's need; pre-teaching of topic-related vocabulary. Visual timetable. Memory bags.</p> <p>Clear verbal instructions. QFT approaches to develop use of language; resources; word banks; topic mats; verbal and visual instructions.</p>	<p>Speech and Language programme from the Speech Therapist. Social skills group.</p> <p>Intervention/ Action Plan with specific targets to boost progress.</p>	<p>Listening skills activities. Daily speech and language sessions following a speech and language programme from the Speech Therapist. Direct support from a Speech and Language Therapist. MABS Intervention. Makaton / PECS. Work stations.</p> <p>Application for an EHC Plan.</p>

## COGNITION AND LEARNING

Whole School Approach Quality First Teaching  (Wave 1 Intervention)	Targeted Support for Individuals or Small groups  (Wave 2 Intervention)	Specialised Individual Support for Children with Additional Needs  (Wave 3 Intervention)
<p>Access to varied and stimulating curriculum. Individualised teaching approaches based on needs. Variety of teaching styles to stimulate all learning styles. Range of technology to support and aid learning. Setting groups with other needs. Small guided groups. Opportunities for independent work. Additional adult support (LSA) based on need. Booster-type sessions.</p>	<p>Small group phonics and reading support. Rapid Catch-Up Little Wandle Letters and Sounds Revised. Small group targeted intervention linked to specific areas of learning linked to whole class outcomes. Individual or Group Action Plans. Booster-type sessions. Daily reading/ handwriting support. Intervention Plans. Tracking with DESTs (Dyslexia Early Screening Tests).</p>	<p>SEND Programme for Phonics – Little Wandle Letters and Sounds Revised. Precision Teaching. Advice and assessment from Educational Psychologist. Numicon and maths resources to consolidate learning. Access to Specialist Teacher Advisor. Application for an EHC Plan. Pupil Passports.</p>

## SOCIAL, MENTAL AND EMOTIONAL HEALTH

Whole School Approach Quality First Teaching  (Wave 1 Intervention)	Targeted Support for Individuals or Small groups  (Wave 2 Intervention)	Specialised Individual Support for Children with Additional Needs  (Wave 3 Intervention)
<p>Flexible groupings and learning groups reflect the needs of the children. Rewards and sanctions – whole school approach. Weekly “Star of the Week” in each class as well as visual timetable and clear classroom routines. Small group activities. Whole school and class approach to Trickbox programme.</p>	<p>Small groups with a member of staff trained specifically on developing emotional literacy skills. Intervention / Action Plans with appropriate targets. Social stories. Advice from MABS.</p>	<p>Emotional / Social support on a 1:1 basis. Advice and assessment from the Educational Psychologist. Referral to MHST. ND Profiling tool. Meeting with the ND Team. Referral to <a href="#">CAMHS</a> for assessment / MABS for direct support. Application for an EHC Plan. Individual transition plan. Risk assessment.</p>

## SENSORY AND/OR PHYSICAL

<b>Whole School Approach Quality First Teaching</b>	<b>Targeted Support for Individuals or Small groups</b>	<b>Specialised Individual Support for Children with Additional Needs</b>
<b>(Wave 1 Intervention)</b>	<b>(Wave 2 Intervention)</b>	<b>(Wave 3 Intervention)</b>
Audit of environment to consider necessary adaptations. Modification of organisation, routine and environment. Hand gym activities. Appropriate resources such as pencil grips.	Specific resources such as specialised pencil grips, sloping boards or foot blocks. Extra sessions on larger play equipment such as the adventure playground and bikes. Photocopying learning tasks onto different coloured paper or in a different sized font.	1:1 fine motor skills sessions. Advice and programmes from the Occupational Therapist and / or Physiotherapist. Specialist nurses and specific training. LSA support for PE, Playtimes and Lunchtimes. Risk assessments.

## **FREQUENTLY ASKED QUESTIONS**

### **At Solent Junior School, how are children identified as needing additional support?**

Children are identified as needing additional support / SEND through a variety of ways including some or all of the following:

- liaison with the Pre-School setting / previous school
- concerns raised by parents / carers
- child performing below age-related expectations
- concerns raised by the teacher, e.g., inappropriate behaviour or low self-esteem is affecting academic performance
- liaison with external agencies, e.g., Speech and Language Therapy
- health diagnosis through Paediatrician/ GP

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

Talk to us. Firstly, contact your child's class teacher. Following a discussion, they may complete a Cause for Concern document to gather evidence of strategies used and impact over a sustained period of time. This is usually around 6 months. This will be a collaborative process between home and school to access your child's individual needs and identify any possible special educational needs.

### **How will my child be supported in their learning?**

Our Inclusion Lead has an overview of the support and progress of any child requiring additional support across the school. Your child's Class Teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is being made in every area of the curriculum. There may also be a Learning Support assistant (LSA) working with your child, either individually or as part of a group, for part of the school day.

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

All learning within the class is pitched at an appropriate level so that children can work confidently, be presented with some challenge and have any individual additional needs planned for. This is achieved through careful and planned-for differentiation.

### **How do we know if the strategies used are having any impact?**

“Small–step” targets are set by the Class Teacher and, when appropriate, after a discussion with our Inclusion Lead. Occasionally, these targets will be set after consultation with the Educational Psychologist, Speech and Language Therapist or the Occupational Therapist.

The progress your child makes towards achieving these targets will be shared with you in the form of a letter or a face-to-face meeting with the Class Teacher and/ or Inclusion Lead. New targets may then be set and future provision will be discussed and agreed upon.

### **How will you help me support my child’s learning at home?**

As well as meeting to review individual targets, you can also discuss your child’s progress at a termly Parent-Teacher Consultation Meeting. Additional meetings can be booked in with your child’s Class Teacher, when appropriate, and we can also offer advice or lend you resources to help you support your child’s learning at home.

Your child may have their targets detailed on an Individual Action Plan, an Individual Education Plan (IEP) or, if your child has more complex and on-going needs, the targets will be described as part of their Education and Health Care Plan (EHCP).

For those children with an SEN Support Plan or an EHCP, they will have a Pupil Passport. These are collated in collaboration with the class team, Inclusion Lead and parents and will take place at least once a term.

### **How will my child be able to contribute their views?**

We value and celebrate each child’s response to their learning. As part of the target reviews, we also ask the children to comment on their own progress; this is sometimes achieved through the completion of a simple survey called “This is Me” where the children comment about what they enjoy about learning and what they find tricky. If your child has their needs described in an EHC Plan, their views contribute to the Annual Review process itself.

### **What support will there be for my child’s overall well-being?**

We are an inclusive school and, as such, we welcome and celebrate diversity. All of the staff believe that children need to be confident in their own abilities in order that they may be happy and make academic progress.

The Class Teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Therefore, they would be the parents’ / carers’ first point of contact. If further support is required, the Class Teacher liaises with the Inclusion Lead for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and / or the Behaviour Support Team.

At Solent Junior School, we have several members of staff who have had specific training on providing emotional literacy support; this type of intervention may occur on a 1:1 basis or in additional small group sessions based on our SEAL (Social and Emotional Aspects of Learning) themes. Mrs Witt is our Family Link Officer and the services that she can provide can be found on the [Family Support](#) page of the school website. The school has a policy regarding the administration and managing of medicines on the school site. Parents / carers need to contact the Office Team to discuss this and, if agreed, complete a form: “Parental Agreement for School to Administer Medicines.” This may include medicines for life threatening conditions or required for a long-term illness such as asthma or diabetes. In some cases, a Care Plan may be put in place according to the directions of the School Nurse.

## **What specialist services and expertise are available at or accessed by Solent Junior School?**

We work very closely with a range of external agencies - both in the form of direct support for your child and through specific training for members of staff. External professionals may include: Educational Psychologists, Social Services, Health Services (GPs, School Nurse, Paediatricians, Speech and Language Therapists, Occupational Therapists, Physiotherapists and Sensory Impairment Teacher Advisors) and Behaviour Support Services (MABS / CAMHS). We also liaise closely with the NDMT who can support us with referrals into CAMHS and have a link support worker with MHST.

## **How are the Governors involved and what are their responsibilities?**

Our Governors are kept informed of any changes in SEND legislation, the changing needs of the children at our school and any resource implications that these changes may have. Our Governors are then also able to agree priorities for spending within the SEND budget with the overall aim of ensuring that all children receive the support that they need in order to make progress.

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We provide the necessary support to ensure that this is successful for all involved.

A risk assessment is completed prior to any off-site activity to ensure that nobody's health and safety is compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities (which will cover the same curriculum areas) are provided within school.

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

Solent Junior School is accessed via the main office on Solent Road. To support getting from the main office to the playground and main building, any additional resources which are required for the improvement of access to any specific area are agreed through discussions with the Occupational Therapist and the Head of School / Inclusion Lead.

## **How will Solent Junior School prepare and support my child through transition times?**

We encourage all new children to visit Solent Junior School prior to starting when they will be shown around the school environment. For children with SEND, we would encourage further visits to increase the familiarisation with the surroundings and with key members of staff. There may be the need for a "Social Story" to be written to ease the transition for children with high anxiety or with communication difficulties; there may also be the need for a series of transition meetings to be planned between the schools to alleviate any specific concerns.

We liaise closely with the relevant staff when receiving or transferring children to different schools ensuring that the appropriate paperwork is passed on and that specific needs are discussed and understood. If your child has a more complex need, then an Annual Review of the EHC Plan will be used as part of the transition process and staff from both schools will be invited to attend.

## **How are Solent Junior School's resources allocated and matched to children's special educational needs?**

We ensure that the needs of all children who have SEND are met to the best of the school's ability with the funds available. The SEND budget is allocated on a needs basis. Therefore, the children with the most complex or on-going needs are given the most support – this may be through increased teaching assistance within the classroom or through the use of more specialised equipment and resources.

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

The Class Teacher alongside the Inclusion Lead will discuss your child's needs and what support would be most appropriate. Different children require different levels of support in order to bridge the gap and achieve age-expected outcomes. This will be reviewed and revised through on-going discussions with parents/ carers.

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

Your first point of contact would be your child's Class Teacher to share your initial concerns. Following this, you may need to speak to our Inclusion Lead, Mrs McQuilken.

Alternatively, for external support and advice, you may also consider contacting one of the Portsmouth SEND Information Advice & Support Groups or the SEND Team at Portsmouth City Council. Mrs McQuilken can provide contact details for these organisations.

**Who should I contact if I am considering whether my child should join Solent Junior School?**

In the first instance, you can contact the Main School Office to arrange a meeting with the Executive Head, Mrs Wilby, or the Head of School, Mrs Peterkin-Aldred, to discuss how the school could best meet your child's needs.

**How is the SEND Information Report reviewed?**

This SEND Information Report will be reviewed at least annually to reflect the changing needs of our children. Part of this review process will include contributions from parents / carers and governors through an online survey.