

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 (SENCo) who is responsible for the management of provision and or support for identified pupils with SEND. They will also coach and support teachers and other staff to enable them to provide appropriate assessment and focused provision for children in their class with SEND.

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.

'AREAS OF NEED' EXPLAINED

There are four main areas which cover SEND. These areas and their meaning are as follows:

Area of Special Educational	Relating to difficulties with:
-----------------------------	--------------------------------

Need	
<p>Communication and Interaction</p>	<p>Children may have a delay or disorder in one or more of the following areas:</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>
<p>Cognition and Learning</p>	<p>Children may have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> · language, memory and reasoning skills · sequencing and organisational skills · an understanding of number · problem-solving and concept development skills · fine and gross motor skills <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
<p>Social, Mental and Emotional health</p>	<p>Children may have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> · social isolation · behaviour difficulties · attention difficulties (ADHD) · anxiety and depression · attachment disorders · low self esteem · issues with self-image

Sensory and / or Physical	Children may have medical or genetic conditions that lead to difficulties with: <ul style="list-style-type: none">· Specific medical conditions· Gross / fine motor skills· Visual / hearing impairment· Accessing the curriculum without adaptation· Physically accessing the building(s) or equipment.· Over sensitivity to noise / smells / light / touch / taste.· Toileting / self care.
----------------------------------	--

'WAVES' OF INTERVENTION AVAILABLE AT SOLENT JUNIOR SCHOOL

Throughout their time at Solent Junior School children may receive varying levels of support according to their changing needs and circumstances. The information in the table 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. These are often referred to as waves of intervention.

Wave 1 Quality first teaching through differentiation in Literacy and Numeracy lessons.

Wave 2 Small group support for those pupils who are achieving below age expected levels.

Wave 3 Focused, individualised programmes for pupils achieving well below age expected levels.

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 (according to need) (Wave 3 intervention)
	<p>Quality First Teaching in every classroom through- 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 teaching. Setting groups with other needs. Small guided groups. Opportunity for independent work. Additional adult (LSA) based on need. Additional teacher for smaller groupings in Y6. Booster groups.</p>	<p>Small group reading support – daily Handwriting – small group. Small group targeted intervention linked to specific areas of learning need linked to whole class lessons. Springboard Maths Rapid Writing. Booster groups.</p>	<p>Toe by Toe – Rapid Writing Power of 2 – maths Plus 1 – maths Hornet - spelling Wave 3 maths Catch-up reading Semantic links Listening skills Precision Teaching Numicon Access to Educational Psychologist. Access to Specialist Teacher Advisor. Application for Statement of SEND/EHC Plan.</p>

Communication and interaction	Whole School Approach- Quality First Teaching (Wave 1 intervention)	Targeted support for individuals or small groups (Wave 2 intervention)	Specialised individual support (according to need) (Wave 3 intervention)
	<p>Teachers' awareness of a child's need. Visual timetable. Memory bags. Clear verbal instructions.</p> <p>QFT approaches to develop use of language – resources – word banks – simple instructions –</p> <p>Work stations for children with ASD. Classroom organisation to support pupils with ASD.</p>	<p>Speech and language programme from Speech Therapist.</p> <p>Social skills groups – using Socially Speaking materials.</p> <p>ELSA work – dependent on level of need.</p>	<p>Semantic links programme Listening skills Social stories. Social skills may begin with 1:1 Support from speech and language therapist. MABS. Time out place. Speech and Language referral. Application for Statement of SEND/EHC Plan.</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 (according to need) (Wave 3 intervention)
	<p>Class seating reflects needs of some children. Rewards and sanctions. Weekly merit system (a weekly focus celebrated). Termly “golden child” assembly and celebration. Visual timetable and classroom routines. Small group activities. Opportunities to talk about feelings, concerns. Minimal disruption of routine.</p>	<p>Behaviour targets / charts IBP for behaviour ELSA support and social stories. Support / advice from MABS</p>	<p>Time out place. PSP Exceptionally a support worker EP advice CAMHS MABS Specific workstations for high end needs. Application for Statement of SEND/EHC Plan.</p>

Sensory and / or Physical	Whole School Approach- Quality First Teaching (Wave 1 intervention)	Targeted support for individuals or small groups (Wave 2 intervention)	Specialised individual support (according to need) (Wave 3 intervention)
	<p>Whole school approach. Audit of environment to consider adaptations. Modification of organization, routine and environment. Hand-gym activities Appropriate resources. Access to space for therapy if necessary.</p>	<p>Specific support for fine motor control including handwriting programme. Hand gym. BEAM. Gross motor programme from physiotherapist. Targeted small group/individual intervention to address specific needs such as self-help skills, independence, touch typing etc. Physical aids where necessary. Follow advice of specialists.</p>	<p>OT referral and programme Physiotherapy Access to signers Teacher advisers for hearing and sight Speech and language therapist Support for Down Syndrome Footprints Adaptation to building TA support for break times and lunch times. Medical training for children with specific medical needs. BEAM. Specialist nurses. Place for checking equipment. Place to store specialist equipment.</p>

FREQUENTLY ASKED QUESTIONS

How does Solent Junior School know if children need extra help?

At Solent Junior School children are identified as having SEND through a variety of ways including the following:-

- Liaison with Infant school/previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies
- Health diagnosis through paediatrician/doctor

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 through to Year 6, using a variety of different methods including National Curriculum levels.

Children who are not making expected progress are picked up through Progress Review meetings with the Class teacher and Head of School. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

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

Talk to us – firstly contact your child's class teacher. If you require more information contact our SENCo or Head of School.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

How will Solent Junior School staff support my child?

Our SENCo oversees all support and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEN in their class to ensure that progress in every area is made. There may be a LSA working with your child either individually or as part of a group; if this is seen as necessary by the class teacher.

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

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How do we know if the strategies used have had an impact?

In school we continuously set targets and review progress. We can use these targets to monitor pupils progress academically against national/age expected level. This may involve breaking into smaller steps or using a different approach to ensure progress is made.

Children may move off of the SEND register when they have 'caught up' or made sufficient progress.

How will I know how my child is doing and how will you help me to support my child's learning?

The class teacher will meet with parents at Parents Evenings twice a year. This is an opportunity to discuss your child's needs, support and progress. If you require more information or advice, further meetings can be arranged.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. 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 and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- Your child may have an IBP in place and therefore the targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an EHC plan which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

Children who have IBPs discuss and set their targets with the SENCo. If your child has an EHC plan their views will be sought before any review meetings.

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

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

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' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may

involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

- The school also has two ELSAs who work under the direction of the SENCo, with vulnerable children during the school day.
- The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the Admin 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 and diabetes. In such 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?

Our SENCo is fully qualified and accredited.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention, MABS/CAMHS; Health including – GPs, school nurse, paediatricians, speech & language therapists; occupational therapists; social services including social workers and Educational Psychologists.

What training have the staff at Solent Junior School had or are going to have?

We have two members of staff trained as ELSAs who receive regular external support.

Most of our LSAs have had training in delivering reading and spelling / phonics programmes such as Catch Up Reading, Toe by Toe and Precision Teaching.

All LSAs are trained in Restorative Practice

We have one LSA who receives termly training with the Down Syndrome Footprints service.

We have a LSA receiving regular Speech and Language training.

As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

How are the Governors involved and what are their responsibilities?

We currently have a governor involved in both SEND and Inclusion. Regular meetings are held with the SENCo to update on changes, needs in school and current concerns. The Governors are then also able to agree priorities for spending within the SEN budget with the overall aim that all children receive the support 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 will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

Solent Junior School is situated on one floor with a split level accessed by a small flight of stairs. Any resources needed for access may be assessed by OT and Physiotherapy in order for us to ensure ease of access and safety for all.

How will Solent Junior School prepare and support my child to join the school and then transfer to secondary school?

We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits to assist with the familiarisation with the new surroundings.

- We may need to write a 'Social Story' to ease the transition for pupils with high anxiety or communication difficulties.
- School may also feel the need to arrange several transition meetings between the schools in order to alleviate pupil concerns.

When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Many of our 'feeder' secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils.

We 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. If your child has complex needs then an EHC Plan review will be used at a transition meeting during which we will invite staff from both schools 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. We have a team of LSAs who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, often involving a LSA, and will be prioritised in the event of staff absence.

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

The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

What support is there for improving behaviour, attendance and avoiding exclusion?

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties an IBP/PSP is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. For more information, please consult our Behaviour Policy.

After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. For more information, please consult our Attendance Policy.

Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Head of School. Good attendance is actively encouraged throughout the school and rewarded on a termly basis.

Who can I contact for further information?

Your first point of contact would be your child's classteacher to share your concerns and then following this you may need to speak to the SENCo/Inclusion Manager (Mrs Karen Young).

You may also want to look at the Inclusion Policy available on our website

Finally for external support and advice, you may also consider contacting Portsmouth Parent Voice or the SEN team at Portsmouth City Council (PCC). Our SENCo 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 school Admin office to arrange a meeting with either the Head of School 'Mrs Peterkin-Aldred' or our SENCo/Inclusion Manager ' Mrs Karen Young' to discuss how the school could meet your child's needs.

How is the local offer reviewed?

This local offer will be reviewed annually to reflect the changing needs of the children who join and are developing in our school.

YOUR SENCO

SENCo /Inclusion Manager: Mrs Karen Young

Working as part of the Senior Leadership Team I work closely with all staff in school, parents, outside agencies and colleagues throughout the city. I am responsible for co-ordinating the provision for individual children with SEND and English as an additional language. I support by:

- Assisting and advising on, the teaching and assessment of children with SEND.
- Making referrals to a range of other professionals such as: Educational Psychologist, Speech and Language Therapist, Specialist Teacher Advisors, Occupational Therapist.
- Meeting with parents and children to discuss and support needs and progress.

EMOTIONAL LITERACY SUPPORT ASSISTANT (ELSA)

Emotional Literacy Support Assistants: Mrs Louise Witt

Mrs Sarah Warner

ELSAs are teaching assistants who have received specific additional training from educational psychologists from whom they receive on going supervision following training. Their role is to support children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them.

- Children may have difficulties with: feelings, making friends, social skills, behaviour or home issues (bereavement, long term illness etc.)
- Children may come out of class to work 1:1 or in small groups.
- Children may use the early morning or late afternoon drop in sessions for reassurance.
- There is very good communication with all staff in school, parents, carers, pupils and any relevant outside agencies.

CURRENT OUTSIDE AGENCY INVOLVEMENT AT SOLENT JUNIOR SCHOOL

EDUCATIONAL PSYCHOLOGIST (EP)

School has subscribed to the Portsmouth EP service and access will be dependent upon individual pupils needs through discussion with SENCo, parents/carers and Class Teacher. The EP are able to work with all parties and directly assess/observe pupils to support learning and identify area of need.

SPECIALIST TEACHER ADVISOR FOR SENSORY IMPAIRMENT

Provides support, advice and sometimes direct teaching. They work closely with schools and give training where required in order to ensure pupils with sensory impairment have the appropriate resources and support needed to fully access learning.

SPEECH AND LANGUAGE THERAPY (SALT)

Provides assessment of pupils individual communication needs, supplying school/home with an individual SALT plan identifying targets to be worked towards. Will give advice, games and activities for home/school to work on with the child.

DOWN SYNDROME ASSOCIATION – FOOTPRINTS

Working alongside school and parents to provide specialist advice and training. Termly assessments with child and feedback to parents and school. Specialist Speech and Language advice.

COMMUNITY HEALTH

Working with school to meet the specific needs of children with physical needs. Providing training to staff by Specialist Nurses.

The School Nurse is assigned and can be contacted through the school.

MULTI-BEHAVIOUR SUPPORT TEAM (MABS)

Provide outreach support service to help support schools in developing children's social and emotional skills. Offers support to: children, families and school.

CHILD AND ADOLESCENT MENTAL HEALTH (CAMHS)

Range of healthcare professionals who can support children where there are concerns about their emotional well-being and mental health. They can also work with their families and carers.

OCCUPATIONAL THERAPIST (OT)

Help to reduce a child's difficulties and improve their ability to learn, socialize and play, finding ways to overcome any problems they experience in participating in day to day activities. The work closely with child, parents and teachers to develop practical approaches and find solutions to help children get to most from life.

SOCIAL CARE

School works very closely with Social Care to support both our children and families when needed.

PHYSIOTHERAPIST

Treatment based on the assessment of the child's physical needs and developing an individualized treatment plan.

GLOSSARY

Annual Review

A formal meeting held once a year to review the targets and provision set out in a child's Statement of SEN. The parents, teachers and all specialist services involved with that child would be invited to attend and/or provide a report for the meeting. This is a legal requirement.

Assessment

Tests, both formal, paper based tests and informal, observation based tests. These could be the usual tests that are carried out by class teachers to assess their classes progress. They could be specialist tests to assess a specific area of a child's learning. These may be carried out by staff based in school or by specialist advisors.

Autistic Spectrum Disorder (ASD)

Autism is a complex developmental disability that typically appears during the first three years of life and affects a person's ability to communicate and interact with others. Autism is defined by a certain set of behaviours and is a "spectrum disorder" that affects individuals differently and to varying degrees.

BEAM

Intervention programme to help children develop their motor skills (movements) and co-ordination.

Booster group

A small group of children that will work with a teacher or LSA on a specific area of learning. The aim of these groups is to support those children who may need a little extra push to make expected progress

Child and Adolescent Mental Health Service (CAMHS)

All children can suffer from anxiety, worries and emotional mood swings. If this is causing problems at home and school you can approach CAMHS for support. They can make assessments and offer support groups for both the child and their family. The service supports children up to the age of 18

Differentiation

When planning lessons, teachers will plan different levels of work to suite different abilities. Tasks can be made easier to support children with low ability or harder to challenge children who find a subject easy. Different worksheets, books and resources might be routinely provided to help children be successful and complete tasks.

Educational Psychologists (EP)

An Educational Psychologist is specially trained to assess a child's ability. In the case of children with the most complex needs who are failing to make progress, they might be called upon to investigate a child's strengths and weaknesses and advise teachers how best to support a child.

Education, Care and Health Plan (ECH Plan)

In light of the new Code of Practice, the ECH Plan will replace the Statement of SEN for all new requests from September 2014. This is a legal document which puts in place and safeguards provision for children with the most severe or complex special educational needs.

Emotional Learning Support Assistant (ELSA)

An ELSA is a member of staff who has undergone specialist training in ways of supporting children develop their emotional literacy skills. The one to one sessions they provide typically last for 6 weeks. The sessions are tailored to the needs of the individual but can cover topics such as anger management, self esteem and social skills.

Learning Support Assistant (LSA)

A Learning Support Assistant is a member of staff employed to support a teacher and the children within their class. They work under the guidance of teachers. Some Teaching Assistants work with small groups whilst others work with a single child (often referred to as one to one or 1:1).

Multi Agency Behaviour Support (MABS)

Some children's behaviour can be challenging. Their behaviour is often a result of previously unidentified special educational needs. MABS is a resource that schools can call in to help teachers and parents to work together to help a child improve their behaviour in class.

Occupational Therapist (OT)

An Occupational Therapist is a medical specialist who is able to devise exercise programmes to help pupils develop the physical skills they need in school. These could be gross motor skills such as developing the coordination needed for running, catching and balancing. They also work on fine motor skills needed to control a pencil or brush when writing, drawing or painting. They also provide or recommend equipment that will support a child in these areas.

Portsmouth Parent Voice

Portsmouth Parent Voice is an impartial service that supports parents through the special educational system.

Precision Teaching

This is a nationally recognised teaching method used to develop a child's basic skills. It is delivered by a Teaching Assistant who has undergone extra training on an individual basis.

Provision

This is the service a school provides for a child. This can be the general provision as provided for all pupils but can also include small group and personalised (one to one) work.

Special Educational Needs Coordinator (SENCo)

A SENCo is a teacher who has gained further qualifications in the area of Special Educational Needs. A SENCo is able to advise teachers on ways to support pupils in their class. They also work alongside parents and other professionals to coordinate resources and staff to cater for the needs of children who have been identified as having special educational needs.

Special Educational Needs and Disability (SEND)

Special Educational Needs is a term used to describe a child's needs in school which are greater than those typical of a child of the same age. These can be but are not necessarily caused by a diagnosed disability.