

Rowner Junior School SEND Policy

Rowner Junior School is a mainstream setting for 7 to 11 year olds. Children are fully included in all aspects of school life and are given opportunities and encouragement to learn through a varied curriculum. The school strives to work in partnership with parents and, where necessary, to involve other agencies for the benefit of pupils.

Children who have a Special Educational Need or Disability (SEND) are included on the SEND Register. Their specific need, or needs, are recorded and shared with parents and 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 a child has complex SEND they may be part of an IPA (Inclusion Partnership Agreement) or have an Educational Health Care Plan, which means that formal arrangements to support the child are agreed and are recorded in writing. In addition, meetings will take place with parents and anyone else involved in the child's learning to discuss the child's progress. There will also be an annual review.

We identify children as having SEND through a variety of ways, including the following:-

- working with the child's previous school
- concerns raised by parent
- concerns raised by teacher
- working with external agencies i.e. physical
- health diagnosis through a paediatrician consultation

If a parent or carer has concerns that their child may have a special educational need, they should share their concerns with the class teacher in the first instance. If they still have concerns they are welcome to make an appointment to meet with the Special Educational Needs & Disabilities Leader (SEND Leader), Marie Bennett.

Should there be a concern about the School's SEND provision, contact the SEND Leader or the Headteacher. If a concern persists about the school's provision, a formal complaint can be made to the Governing Body through the Chair of Governors, Tracey Robinson.

The school monitors children's progress in learning against national, and age related expectations. At Rowner children's progress is tracked from entry at Year 3 through to Year 6, using a variety of different methods including National Curriculum Age Related Expectations and reading and spelling ages. Every child is discussed at pupil progress meetings, held six times a year, between class teachers and senior members of staff. Actions are put in place to support children in their learning if they are not making the expected gains in progress.

In addition to the pupil progress meetings, children who have a SEND are monitored through their Individual Target Plan (ITP) or Individual Behaviour Management Plan (IBMP). Plans are written by the class teacher in consultation with the child, teaching assistants and the (SEND leader) and are shared with parents / carers so that children can be supported in reaching their targets. ITP and IBMP targets are reviewed and updated regularly throughout the year.

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 varied and resourced to provide challenge, progress and a sense of achievement for all. English and mathematics are taught daily, usually in the mornings, where there is a teaching assistant working in a supportive role in the classroom with different groups of children. Consideration and adaptations are made to the school environment where appropriate.

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 Governing Body Curriculum Committee. The SEND leader reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. Two of the Governors are responsible for SEND and meet regularly with the SEND leader. The governors responsible for SEND report back to the Curriculum Committee.

The school aims to work in partnership with parents and carers wherever possible as their 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.

Rowner Junior School has eight classrooms which are located in a two storey building. There are wheelchair access points and there is a disabled changing and toilet facility.

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.

All children have lessons involving their Personal Development Learning (PDL). Children who have a social or emotional SEND are supported through interventions with the Emotional Literacy Support Assistant, (ELSA) Josie Vinall and through their IBMP if appropriate.

In addition to the ELSA, we have a Counsellor in school one day a week who is available to work with any child according to need.

Marie Bennett, the SEND leader, is fully qualified and accredited to lead SEND.

The school works closely with any external agencies that are relevant to individual children's needs following identification and referrals within the school including: - Behaviour Support; Health – GPs, school nurse, clinical psychologist, paediatricians, speech & language

therapists; occupational therapists and physiotherapists; educational psychologists; Children's services including – Transform family support and social workers .

All new children are encouraged to visit the school before starting, to be shown around the building and grounds and to see children and adults working together.

If it is anticipated that transition to Rowner Junior School could be stressful for a child, extra support will be provided by the ELSA.

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 to go to a new school, a meeting is arranged with a member of staff from the receiving school, the parents and the child to develop an Inclusion Partnership Agreement. The agreement details the provision already in place and sets out the new arrangements to be made by the next school.

The school endeavours 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.