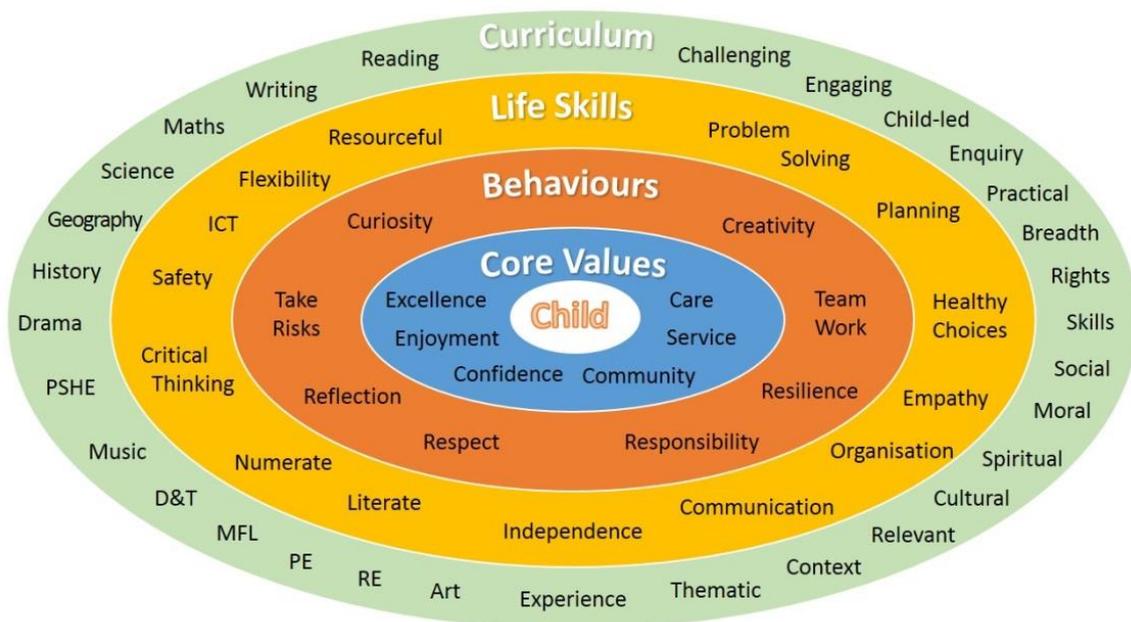


**Kings Furlong Junior School**  
**Special Educational Needs and Disability**  
**Information Report**



**Principles**

*At Kings Furlong Junior School, we believe that pupils engage and achieve most in a creative, relevant and contextual curriculum, which is underpinned by rigour, challenge and opportunity. The staff have high standards, and this permeates through all that they do. At our core, we value respect, care, enjoyment, community, service and excellence. We want our children to develop creativity, team work, resilience, responsibility, respect, risk taking, and curiosity. This is so that in life they are able to solve problems, plan effectively, make healthy choices, show empathy, be organised, communicate well, be numerate and literate, demonstrate independence, think critically, be safe, use ICT effectively, adapt to changes, and be resourceful. All that we do in school is for the sake of our pupils becoming life long, successful learners, who enjoy themselves and make a positive contribution to our society.*



***It is in this spirit that we strive to create an environment where all children are able to develop and succeed, whatever their need.***

**September 2017**

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## Introduction

In the 2014 Children and Families Act all schools are required to publish a SEND Information Report to inform parents of their SEND policies, procedures and support given to children with special educational needs and/or disabilities. The views of parents from our school community have been sought in the development of this information report.

Hampshire County Council are also required to inform parents of their local offer and this can be found [here](#). The local offer sets out the services available to all children and young people with SEND aged 0 - 25 years in Hampshire.

At Kings Furlong Junior School we endeavour to meet the academic, social and physical needs of **each and every** child in our care by being a fully inclusive school. Through quality teaching and an engaging curriculum, we support all children to become successful throughout their learning journey with us and beyond.

However, there may be occasions when additional support is required in order for an individual child to meet their full potential and it is our duty to ensure we meet their needs at the earliest possible moment.

## How does Kings Furlong Junior School know if my child needs extra help and what do I do if I think my child has special educational needs?

At Kings Furlong Junior school we identify a child may need extra support in a variety of different ways:

- By close liaison with your child's previous school, particularly during transition between Year 2 and Year 3
- If the class teacher or LSA raises concerns about your child's progress or change in behaviour
- If during termly progress meetings between teachers and senior staff, it is considered that your child is performing significantly below their expected levels:
- If you raise a concern with the class teacher, SENCo or Head Teacher
- If your child asks for extra support
- From assessments by outside agencies, such as a physical need

If you feel your child may have special education needs please come and talk to us. We have an open door policy and class teachers are always happy to discuss your child and any concerns you may have. You can also contact our SENCo, Mrs Wright, or the Acting Head Teacher, Miss Dunn, via the school office.

## How will Kings Furlong Junior School support my child?

To ensure we provide the best support for your child at Kings Furlong Junior School we have a number of experienced and highly trained members of staff and governors who will oversee the provision your child will receive to enable them to be successful in our school. They are the SENCo, class teacher, Learning Support Assistant (LSA) and the board of governors.

The SENCo's role is to coordinate the SEND provision in the school to ensure your child's needs are met by:

- Quality first teaching (such as differentiation in class, providing resources to adapt and support the National Curriculum to teachers, and supporting teachers and Learning Support Assistants with SEND training)
- Extra support in class from other adults, such as Learning Support Assistants (LSAs)
- Small group or 1:1 interventions led by trained LSAs, such as Read Write Inc, Precision Teaching, etc.
- Liaison with external agencies to support your child's specific needs, such as Educational Psychologists, School Health, Speech and Language Therapists, Behavioural Support Specialists
- Being held to account by reporting to the board of governors termly on progress made by pupils, interventions, training of teachers and LSAs, and numbers on the SEN register. No individual children are discussed and confidentiality is maintained at all times.

The class teacher's role, with support from the SENCo, is to plan, monitor and assess your child's progress in all areas and consult with you about your child's needs, support and progress. You know your child best and by working in partnership with you we can support your child to be successful as we work together. This may involve writing an individual education plan together for your child. This will include specific, measurable and achievable targets, how the school will provide support for your child to meet these targets and what you can do to help your child at home to meet these targets.

The Learning Support Assistant's role may be to work with your child in a small group or 1:1 either within the classroom or in a booster/focused session outside of the classroom. These interventions are time-limited and closely supervised and monitored by the class teacher and SENCo to ensure they are effective and right for your child. (Please see Appendix 1 for a list of the interventions we currently offer at Kings Furlong Junior School).

The board of governors' role is to appoint a governor responsible for the monitoring of SEND provision and to challenge the school to provide the very best for every child who has been identified with a special educational need. Our SEN governor is Janet Pywell, who meets at least termly with the SENCo to review and analyse progress data, interventions, provision in class and any training requirements of staff taken or needed. The board of governors also agree the priorities for the SEN budget with the aim that each child receives the support they need to make good progress.

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

Every teacher in our school is a teacher of children with special educational needs and/or disabilities. Lessons are planned carefully to meet all children's needs and targets. This may be achieved in the following ways:

- Using assessment for learning so learning is matched specifically to groups and individual children's next steps to support progress.
- Children may be provided with resources to support ideas and learning, such as examples of the learning they need to achieve, word banks, displays in the classroom, practical resources, etc.
- Adult support in a small group or individually (this could be a LSA or the class teacher).
- Resources to support physical needs, such as laptops for writing, writing slopes, wobble cushions, pencil grips etc.

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

At Kings Furlong Junior school we believe that all children should and will make progress with the right support and interventions.

To ensure you know we are doing everything we can to impact your child's learning and support their needs we have the following systems in place:

- We have an open door policy. All class teachers will be happy to discuss your child's progress with you including their individual targets.
- Parent Consultations take place twice a year. During these meetings your child's targets will be discussed and any further concerns you may have can be raised.
- Target cards are sent out twice a year to show you how your child is progressing in Maths, Reading and Writing. Class teachers may also add extra information or targets if necessary.
- An annual school report will be sent out at the end of each year which will highlight your child's successes in all subjects and targets in Maths, Reading and Writing.
- Every child on the SEND register will have an individual education plan which will detail specific, measurable, achievable, reasonable and time-scaled (SMART) targets to be achieved within a set period of time. These timings depend on need but can be between 6

weeks and a term. This plan will be written and reviewed termly in consultation with you at parent evenings.

- If your child has complex SEND they may have a TPA (Transition Partnership Plan), a Special Educational Needs Support Assessment (SENSA) or Education, Health and Care Plan (EHCP). These will be reviewed yearly with you and any external agencies involved in your child's support. A report will be written and sent to you and the Local Authority.

To ensure we know how your child is doing we will:

- Regularly assess your child's needs against the National Curriculum and age expected progress. In every lesson and through detailed planning your child is assessed by the class teacher to check where they are improving and what their next steps are to improve further. The class teacher will use this information on a daily basis so your child gets the right support quickly.
- Termly progress meetings – your child's progress will be discussed with the SENCo, class teacher and Senior Leadership Team. They will discuss successes but will look in more detail at gaps in your child's learning and what might be stopping them from making expected progress. This discussion will lead to an action plan being developed for your child in consultation with yourself, the class teacher and, if required, the SENCo.
- Review your child's individual educational plan regularly so we can adapt targets if necessary, see where achievements have been made and discuss with you if further support is needed.

How can we help you help your child?

We believe partnership is the key to your child's successful learning journey. We can support you by:

- Listening to your concerns and helping you support your child by suggesting strategies that you can use at home.
- Involving you in discussions about your child's progress and how you can support them outside of school to achieve their targets.
- Supporting you in contacting external agencies to ask for more support, such as asking for an assessment referral through your doctor to a paediatrician, when we have shared concerns.
- Supporting you with completing forms for external agencies.
- Providing family support from a Family Support Worker or Primary Behaviour Services to tackle any difficulties you may be having at home due to your child's needs.

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

Schools are allocated a SEN budget by the local authority to prioritise and allocate to individuals on the SEND register and/or training of teachers and LSAs to meet the needs of every child with SEND. Your child is unique and their needs will be different to any other child with SEND. Therefore, adult time, resources and access to external support will be decided on the individual needs of your child in consultation with you.

When your child transfers from another school, particularly in Year 3, our SENCo, Head Teacher and/or Head of Year 3 will meet with the feeder school and discuss the needs of the children coming into Kings Furlong Junior School. Their current targets will be used as a starting point for their support until we assess them at the beginning of Year 3. These assessments will be discussed with you and your child's current targets will be reviewed and new ones will be set, if your child still requires additional support.

Usually, every class has LSA support in the mornings during English and Mathematics and it will be the class teacher who will plan where this extra support should be during those times. The class teacher will use your child's individual education plan and her own daily assessment to decide whether your child needs extra support and for how long in a lesson. Support may also be in the form of resources given to your child to use in the lesson, such as word banks, practical apparatus, etc.

If your child has a EHCP then their targets towards outcomes and the level of support to meet these targets will be detailed in this document.

LSAs work in the afternoon delivering interventions (see Appendix 1 for list) which your child may be a part of, this will be based on the needs of your child.

We believe that every child should be successful, and by addressing your child's needs quickly and effectively we can help them catch-up with their peers. When this happens they will be removed from the SEND register, but will continue to be closely monitored by the class teacher and SENCo.

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

As an inclusive school, we firmly believe that our curriculum should be accessible to all pupils. This includes activities that take place both inside and outside the classroom, and also beyond our school grounds. We will do all we can to assist pupils with SEND in taking part in activities as fully as non-SEND pupils. To ensure this happens, we may increase levels of staffing, request support from parents or carers, allow extra time for activities, or seek further advice. Further, risk assessments are carried out and procedures are put in place to try and enable all children to participate.

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

Kings Furlong Junior School offers a wide variety of pastoral support for pupils who are encountering emotional or social difficulties. These include:

- Promoting a caring ethos and environment, where your child knows that they can talk to an adult at any time.
- Providing a range of interventions to give pupils a time to talk in a structured and safe environment. These may be 1-1 with an adult, or with a small group of children.
- Providing structured activities during lunch times and play times, as well as before and after school clubs.
- Providing opportunities for your child to work with a trained counsellor.

For children with medical needs, we will ensure a care plan is in place, and that all staff are aware of the needs, and are trained to deal with an emergency should one arise. All staff receive Epipen awareness delivered by the school nurse. We do ask parents to contact the class teacher if

medication is recommended by Health Professionals to be taken during the school day. On a day to day basis the admin staff generally oversee the administration of any medicines.

Good attendance is very important to us. As a school, we will do all we can to ensure a child attends school regularly, and we want to work with you should difficulties arise. We have a member of staff responsible for overseeing attendance, and a Family Support Worker who can support you at home. We also have procedures in place should attendance and/or punctuality be at a level that causes concern.

It is in our nature to support and challenge pupils who behave in unacceptable ways. We work positively with our pupils, ensuring that they understand the rights of others, the need for respect, and also the responsibilities they have as members of our school community. For children with needs that cause poor behaviour, we will do all we can to both support the individual child, and ensure the safety of other pupils. Please refer to our Behaviour Policy for more information.

### What specialist services and expertise are available or accessed by the school?

We work closely with outside agencies to ensure your child has access to high quality, highly specialised support. The agencies used by the school include:

- Hampshire Educational Psychologists
- CAMHS (Child & Adolescent Mental Health Service)
- Children's Services
- Primary Inclusion Team
- Social Services
- NHS Speech & Language and Occupational Therapy teams
- School Nurse
- Primary Behaviour Services
- Supporting Families Project
- Basingstoke Early Help Hub (which signposts us to range of support)
- Maple Ridge Outreach Support
- Simon Says (support for bereavement)
- Basingstoke Young Carers
- EMTAS (Ethnic Minority and Traveller Achievement Service)
- The Communication and Language Team

### What training have the staff supporting SEND had or what training are they having?

- Several of our staff have been trained in helping our children to be emotionally literate.
- One member of staff is trained to deliver the Drawing & Talking programme.
- Class Teachers and LSAs are given training by Hampshire SEND advisors in a variety of areas, including Precision Teaching and supporting children with hearing impairments.
- Several of our staff are trained to deliver Speech and Language programmes, and receive support from NHS staff.
- Several of our staff are trained in delivering occupational therapy programmes (always under the guidance of NHS staff).
- Many of our staff are trained to deliver reading and spelling / phonics programmes.

- As a school, we are deepening our understanding and ability to support pupils who demonstrate poor language skills.
- Some members of staff are able to deliver dyslexia screening tests, which give an indication of dyslexia, but not a formal diagnosis.
- If the school does not have specific expertise or training in an area of need, we will do our best to rectify this, for the benefit of our pupils.

### How accessible is the school both indoors and outdoors?

As a school we are happy to discuss individual access requirements, and it is best to contact the school should this be an issue. The different entrance points to Kings Furlong Junior School are accessible via wheelchairs. However, the school building is 'split-level', meaning that it essentially spans 3 floors. Stairs are used to access each level internally, but the middle and lower floors can be accessed by an external route. In the past, the school has ensured pupils with physical disabilities can access our school by locating that child's classroom on the ground floor. At present, the school does not have a lift or a disabled toilet. Playground areas are on flat ground.

### How are parents involved in the school, and how can I get involved?

It is extremely important to us that as a parent or carer, you are involved in your child's education. This can happen in a variety of ways, including:

- Attending class trips, assemblies, lessons, presentations and other activities.
- Meeting with class teachers, SENCo or the Senior Leadership Team on an ad-hoc basis, or for more formal meetings, such as parents' evenings.
- Keeping informed of events and meetings through browsing our website, and reading letters and text messages sent home.
- Meeting with adults from external agencies, usually at the school.
- Volunteering with the school to support pupils and/or teachers (e.g. reading with children on a 1-1 basis).
- Attending parent workshops run by the school, which give you information and advice about particular subjects or curriculum areas.

### How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Transitions are a huge challenge for most children, as their routines, friendships and sense of security can all change overnight. Because we understand the impact of change, and the need to get it right, we will do all we can to ensure you and your child feel as comfortable as possible during this time.

We encourage you to visit our school as early as possible if your child might be joining us. Through taking a tour around our school, meeting the teachers and LSAs, and through discussing your child's needs more deeply with the Senior Leadership Team and SENCo, we will endeavour to reassure you of the provision we can put in place, should we agree that Kings Furlong Junior School is the best place for your child.

If your child is joining us in Year 3, or has come from another school, we will contact them to ensure there is a smooth transition, and that we know as much as we can regarding their needs and previous provision. If necessary, our staff will arrange a meeting with the previous school and/or any external agencies. This may take the form of a formal meeting, an Transition Partnership Agreement (TPA), or a Team Around the Family (TAF) meeting. We would also encourage your child visiting our school before officially joining us. This may be for short periods of time, a few mornings, or whatever would be best to support the transition.

The process is similar if your child is leaving us to join another school for any reason. We will endeavour to share information and any knowledge we have gained that will support the new school, and make arrangements for transition visits and meetings where necessary.

If your child will be joining us, or leaving us, please do get in touch as soon as possible so that we can put a transition plan in place.

### Who can I contact for further information?

- The first point of contact for any discussions about your child should be the class teacher. They will be happy to support you.
- The SENCo or Head Teacher are available to meet with you to discuss your child's progress or any concerns/worries you may have. Please contact them via the school office.
- The school works closely with many outside agencies and are able to provide bespoke advice regarding support for children and their families.
- If you feel you are having difficulties and have spoken to us in depth about them, then you may wish to follow our complaints procedure, which can be found on our website under the 'policies' section.
- If you require more information, please contact us on 01256 325 324.
- You may wish to contact the Hampshire Support 4 SEND on 01962 845 870 or visit their website at [www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send](http://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send) Support 4 SEND offer advice and support to parents and carers of children and young people with special educational needs. They are free, impartial and confidential services.
- Further help can be found at the IPSEA website, [www.ipsea.org.uk](http://www.ipsea.org.uk). IPSEA is a national charity providing free legally based advice to families who have children with special educational needs.

## Appendix 1: Some of the interventions offered by Kings Furlong Junior School

The following is a non-exhaustive list of the interventions available to our pupils. It is important to note that not all interventions are applicable or available for every child. Further, sometimes there is a need to prioritise allocation based on need; however, we will always do our very best to meet the needs of all our pupils. These are the four broad areas of SEND needs as specified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

### Communication and Interaction

- Speech and Language Programmes – as directed by the NHS Speech and Language Therapist
- Visual timetables, prompt cards and instructions
- Pre-tutoring books for new vocabulary
- Social stories to prepare children for changes to routines and events
- Language Link resources 1:1 or in a small group
- Read Write Inc 1:1 or in a small group
- Social Skills group including snack times and games clubs
- Lego Therapy

### Cognition and Learning

- Word banks, writing frames, practical resources for Mathematics
- Read Write Inc 1:1 or in a small group
- Paired Reading and priority readers
- Language Link resources 1:1 or in small group
- First Class Mathematics
- Precision teaching – focusing on next steps in learning for reading, spelling and maths
- Lifeboat Spelling Program
- Clicker 6

### Social, Emotional and Mental Health Difficulties

- Clear expectations and robust behaviour policy
- Pastoral support for children with emotional difficulties
- Relax Kids and Drawing and Talking
- Children's counsellor
- Social Skills groups including snack time and games club
- Nurture Groups

### Physical and/or Sensory Needs

- LSA support in PE lessons and moving around school
- Quiet areas in classrooms to work
- Use of laptops installed with Clicker 6
- LSA trained to meet individual physiotherapy and occupational therapy programmes
- Fine and gross motor skills including handwriting
- Sensory movement activities throughout the day