SEN Information Report 2023-24

Ranvilles Junior School

1. The kinds of Special Educational Needs for which provision is made at the school.

Ranvilles Junior School is a mainstream school with a strong commitment to the inclusion of children with special education needs and disabilities. We strive to ensure that all children are able to progress and develop through Quality First Teaching and personalised provision so that they can reach their full potential.

How does my school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

Children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them. This special educational provision is support given to children which is ***additional to*** or ***different from*** the provision made for other children of the same age. The identification of children with SEND can be considered in a variety of ways and may include:

- Communications from a child's previous school when they transfer to Ranvilles Junior School.
- Concerns raised by parents/carers.
- Concerns raised by class teachers where a child may appear to be making little or no progress or are performing below age related expectations. The Graduated Approach, through a five-step plan 'learning for success', will be used to enable an understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.
- Assessment of a child by the SENDCo using diagnostic tests to establish whether they are performing significantly below age related expectations.
- Liaison with external agencies.

The SEND team at Ranvilles Junior School consists of a non-class based Special Needs and Disability Co-ordinator (SENDCo) and seven Teaching Assistants (TAs) and one Higher Level Teaching Assistant (HLTA). The SENDCo is responsible for the day to day implementation of the Special Educational Needs and Disability (SEND) policy and co-ordinates additional support for pupils with SEND within the school setting. The SENDCo will identify children with SEND through assessments, discussions with class teachers and liaison with parents/carers using the Hampshire SEND Support criteria as a guideline. A SEND register and provision map will be formulated by the SENDCo which is reviewed regularly in consultation with the Senior Leadership Team, class teachers and TAs.

Provision maps are used to deploy TAs, who may work with specific children within the classroom setting, in a small group, on an individual basis or with a child who has an Education Health Care Plan (EHCP). Additional support may include the use of an Individual Education Plan (IEP) /Individual Behaviour Plan (IBP) which identifies Specific Measurable Attainable Relevant Time based (SMART) targets to address areas of weakness. This provision may take the form of:

- Individual one-to-one intervention programmes.
- Small group programmes.
- Additional support from the class teacher or teaching assistant within the classroom.
- Additional social, emotional or behaviour support personalised to the child e.g. Circle of Friends, Counselling, Therapeutic Active Listening Assistant (TALA) or ELSA. We also support children through our Ranvilles STARS groups which is a system that helps engage children in their learning and encourages them to be successful both in and out of school.
- Use of specialist/adapted equipment.

Some children may have a Transition Partnership Agreement (TPA), which details their needs more specifically to include advice from outside agencies. All members of staff will be aware of children who have a TPA or who have an Education Health Care Plan and be trained for and sensitive to their needs.

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

3. Information about the school's policies for making provision for pupils with special educational needs and whether or not pupils have EHC Plans, including-

(a) How the school evaluates the effectiveness of its provision for such pupils;

We closely monitor and track the progress of all children though our school's assessment system from the beginning of their learning journey in Year 3 to the end in Year 6. All children are monitored and assessed on regular basis through the use of standardised tests in reading, writing and maths. These assessments are analysed in Pupil Progress meetings where children who may require additional support are identified and discussed with the SENDCo. The class teacher and SENDCo

analyse SEND pupil performance to assess progress and attainment in relation to their starting point. This process is rigorous in evaluating the impact of learning and identifying further need.

The impact of intervention programmes is analysed through work samples, monitoring and test outcomes. What children can achieve independently informs subsequent provision.

Children who are identified as having special educational needs may also be tested using a range of diagnostic tests to further identify specific areas where they may be struggling. These tests are administered according to the specific difficulty of the child and may include, but are not limited to:

- The Salford Sentence Reading Test to measures a child's reading age
- The Vernon Spelling Test to measure a child's spelling age, highlight gaps in phonic knowledge and identify spelling patterns a child needs to learn.
- Sandwell Early Numeracy Test to measure a child's maths age and identify gaps in knowledge and understanding.
- Rapid and Lass screening to identify specific areas of need
- BPVS (British Picture Vocabulary Scale) to assess a child's language development.
- Internal teacher assessments to measure core skills.
- Diagnostic tests used by outside agencies, for example, Educational Psychologists.

As well as termly assessments, pupil progress is also closely monitored and observed throughout the academic year. This continuous assessment is implemented by the class teacher and/or teaching assistant and includes scrutinising children's work, having in-depth conversations with children to assess levels of understanding, observations, whole school moderation and year group moderation of children's work.

Children may also require individual social, emotional or behaviour support for a wide range of different reasons. If the class teacher has concerns about a child in this area, discussions with the SENDCo would initiate a period of further assessment to identify how that child could be supported. If a parent/carer has concerns about their child this would be discussed with the class teacher or SENDCo to identify how their child can be further supported by the school.

Children may be removed from the SEND register if they have made sufficient progress academically so that they are attaining within age related expectations. If this happens then parents/carers will be informed.

Ranvilles Junior School has a dedicated SEND Governor who meets regularly with the SENDCo to discuss SEND provision, progress and attainment. The effectiveness of SEND provision is discussed at each full governing body meeting. The SEND Governor also makes regular visits to the school to observe SEND children working either in class, in small groups or on a one-to-one basis. This partnership supports the evaluation of provision and informs strategic planning

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Making a difference together matters to us and we welcome opportunities to meet with parents/carers to discuss any concerns that they may have. Appointments can be made with the class teacher or SENDCo to discuss their child whenever concerns arise.

We strongly believe that working in partnership enriches children's learning and supports them in making progress; therefore, we aim to communicate regularly and effectively in order to facilitate this. Class dojo is used and parents/carers are encouraged to make comments regarding their child's learning. Some children may use more specific home-school diaries in order for the class teacher and parents/carers to communicate more detailed information

Children with SEND will have an IEP/IBP, which is shared with parents. These individual plans are written every term and a copy is sent home for parents/carers via email or a paper copy. This allows us to ensure parents know what support their child is getting, what targets they are working on and how they are progressing. Provision map is used for parents to comment on their child's needs, progress and targets. Opportunities are made for parents/carers to make an appointment with the class teacher or SENDCo to discuss the plan and seek guidance on how to help at home.

IEPs/IBPs and the effectiveness of intervention programmes are reviewed and monitored on a termly basis by the class teacher, SENDCo and TA to ensure that progress is being made. These plans can also be reviewed more frequently if a child is not making expected progress to try a different approach or to break a learning target into smaller steps to ensure success. The advice of external agencies e.g. Educational Psychology will be sought for additional support if a child makes little or no progress. Parents/carers are involved in the IEP/IBP review process though regular communication with the school and are welcome to contribute to their child's targets.

Parents/carers of children who have an Education Health Care Plan (EHCP) will be invited into school for a more detailed annual review of their child's progress towards their targets where a formal report will be written by the SENDCo.

How will staff support my child?

(c) The school's approach to teaching pupils with special educational needs;

At Ranvilles Junior School, our philosophy is that all teachers are teachers of SEND and that the inclusion of children with SEND in all aspects of school life is vital to ensure effective learning, progress and well-being. We believe strongly in the development of the whole child and focus on this using our STARS philosophy, which encourages all children to work towards STARS targets, as detailed below:

Secure and happy individuals

Talented contributors

Ambitious Learners

Responsible teammates

Successful communicators

Teachers carefully plan and differentiate learning to engage and enthuse children through a wide range of experiences and activities, taking into account different learning styles and needs. Quality First Teaching is the key priority to ensure that the needs of all children are met and to ensure access to the full curriculum at their own level.

Children who require additional support and who have IEPs/IBPs are identified within teacher's planning and their learning targets are included within their everyday class work. Teachers ensure that TA support is delivered, monitored and assessed according to the advice of the SENDCo.

All teachers and teaching assistants attend regular training as part of their continuing professional development.

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

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

At Ranvilles Junior School, all children are entitled to full access to a broad and balanced curriculum regardless of physical ability or special needs. We strive to ensure that inclusion is at the heart of all activities in school across the curriculum in order to meet the needs of all children, using our STARS philosophy to develop the whole child. Teacher's planning is adapted to adhere to IEPs/IBPs and reasonable adjustments are made.

Rigorous Assessment for Learning enables teachers to personalise the curriculum to both support and challenge children with special educational needs.

The use of specialist equipment such as coloured overlays, reading rulers, specialist seating or ICT programmes is also prepared according to the child's need or specific difficulty. The advice and guidance of Specialist Teacher Advisors is also sought to ensure the inclusion of children who may have a physical disability, visual impairment, hearing impairing or specific learning difficulty.

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

(e) Additional support for learning that is available to pupils with special needs.

Support for children with SEND is organised by the SENDCo who deploys TAs to deliver intervention programmes which are personalised to individual needs. Discussions take place with the class teacher in light of Pupil Progress meetings and continuous assessment taking into account appropriate support and what is needed to enable a child to make good progress. Discussions with parents/carers to gain a deeper understanding of their child's needs may also take place.

Individual children progress at different rates and respond to intervention programmes in different ways. Therefore, each child is monitored closely to assess whether their gaps in learning are being narrowed.

At Ranvilles Junior School, we use a range of different interventions covering a range of different needs. These interventions include (but are not limited to) specific one to one intervention programmes such as, Acceleread/Accelewrite, Paired reading, Cued Spelling, Precision Teaching and Phono-Graphix. Small group work may also be used such as reading groups and small group maths support.

Children with an EHCP will have support as advised in line with statutory requirements.

In Year 6, all children will be assessed in the form of the SATs tests. Access arrangements for children with SEND are adhered to in accordance to the child's needs, normal classroom practice and guidelines from the Department for Education. These access arrangements can include the use of additional time, readers, scribes etc. Children who are working below the standards of the assessments will not normally take part in the SATs test. In these cases, their attainment will be assessed by their class teacher. Discussions will take place to inform parents in these cases.

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

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

Extra-curricular activities and clubs are available for all children within the school and are accessible to children with SEND. We have a range of after school and lunch time clubs which are run by teachers and outside providers providing a variety of different activities. If a child has additional needs, the club leader will be made aware (if appropriate) and be advised on different strategies to use in order for the child to be successful.

Play leaders are available every lunchtime to encourage children to engage in activities, which develop social skills, teamwork and cooperation and collaboration. Furthermore, Teaching Assistants will be made available to support individual children at play times and lunchtime where this is necessary.

School trips are offered in each year group to complement and enrich the topic work. Class teachers complete a comprehensive risk assessment before any visit off-site, taking into account the different needs of the children. If necessary, additional TA support is provided to ensure full access to any trip.

Parents may be asked to support their child on a trip if this is advised by the class teacher or SENDCo.

What support will there be for my child's overall well-being?

(g) Support that is available for improving the emotional and social development of pupils with special educational needs;

We are a supportive, caring staff with a strong inclusive ethos. We understand the need to develop the whole child and this is embedded in our STARS philosophy. Children are introduced to the language of the STARS and are encouraged to develop themselves as individuals to be the best they can be. We have a strong pupil leadership team and we encourage all children to express their opinions.

Class teachers are responsible for the pastoral, medical, social and emotional supervision of the children in their class and parents should contact them if there were any concerns.

The school encourages a positive approach to behaviour management and expects all children to have high expectations of themselves and others. All members of staff are trained to respond to different types of behaviour following the school behaviour policy, which can be accessed on our website. However, if a child were to cause concern despite Quality First Teaching, and sensitive support within the classroom then further advice and guidance would be sought from the SENDCo. If necessary, a child would be provided with an IBP to work alongside the school's behaviour policy with targets to support their behaviour. Advice from outside agencies may also be sought for further guidance.

Ranvilles Junior School a trained Counsellor who works in school one afternoon every week. We also have a trained TALA who works with individual children on a one-to-one basis. We also have a trained ELSA (Emotional Literacy Support Assistant). The class teacher, SENDCo and TA, discuss children who may require this level of support. Parents are always contacted before this support begins and are encouraged to express their views on the difficulties their child may be having.

TAs at Ranvilles Junior School are also trained in Lego Therapy, which supports children who may be struggling with social skills. This programme supports children with skills for getting along, cooperation and collaboration, successful communication and teamwork, all of which are crucial for their development as learners.

The school works in partnership with parents and medical professionals to consider the medical needs of individual children. Any medications that children would need are discussed on an individual basis and in line with the school policy. If necessary, a Health Care Plan would be put in place in consultation with parents and medical professionals. If a child needs personal care, then this would also be considered on an individual basis. All members of staff and the lunchtime team are first aid trained and the school has one Qualified First Aider.

Safeguarding is a priority at Ranvilles Junior School. DBS checks are in place for all staff and safer recruitment is adhered to in close partnership with a key designated governor.

4. **In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN Co-ordinator**

The SENDCo is Ms Rachael Lenaghan. Contact details below:

Ranvilles Junior School

Oldbury Way

Fareham

Hants

PO14 3BN

Email: SENDCo@ranvilles-jun.hants.sch.uk

Tel: 01329 841679

What training is provided for staff supporting children with SEND?

5. **Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

The SENDCo, Ms Lenaghan, is a qualified teacher attends regular training in order to meet the needs of individual children or groups of children. She also attends half termly SENDCo Circle meetings where children can be discussed with an Educational Psychologist. We also have a link Educational Psychologist who provides training to all members of staff focussing on the specific needs of children at Ranvilles Junior School.

The trained TALA and ELSA teaching assistant attends regular meeting supervised by an Educational Psychologist in order to keep updated with issues affecting children's emotional and pastoral needs. The TA team are also highly trained in the use of various intervention programmes, with their skills being updated by continuous professional development provided by in-school training and by attending courses. TAs also specialise in the use of ICT programmes such as Clicker 6 to enable children to communicate effectively. Training by Specialist Teacher Advisors is always sought when a child has a specific need such as a physical disability, visual impairment, hearing impairment or specific learning difficulty.

As a staff team, we always strive to keep our knowledge and understanding of children with SEND up to date and attend training as part of our own continuous professional development.

How accessible is the school both indoors and outdoors?

6. Information about how equipment and facilities to support children will special educational needs will be secured.

The school is not fully wheelchair accessible; however, the school building is single story with access to all class rooms and shared areas on one level. Wheelchair users would be able to access all areas of the school with support but not independently. The playground is accessed by concrete steps or a slope, which would be difficult for wheelchair users to access without support. However, there is an area at the top of the slope where children can play. The steps in the playground have been improved by the use of high visibility markings and hand rails for children who have visual impairments. The school also has a disabled toilet, which can be accessed in the reception area. There are disabled parking areas in the car park, which is shared with Ranvilles Infant School.

Specialist equipment is used following the consultation and guidance of Specialist Teacher Advisors for individual children.

How are parents involved in the school? How can I get involved? Who can I contact for further information?

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving them in, the education of their child.

Parents are welcomed and encouraged to work in partnership with the school in a variety of ways. We operate an open-door policy and opportunities are provided for parents to come into school and discuss any concerns with the appropriate member of staff.

During the academic year, there are termly parents' consultations where an appointment with the class teacher can be made. This is an opportunity to discuss pupil progress towards their targets and to discuss how to support them further at home. Additionally, parents/carers of children with special needs are also invited into school to discuss their child's IEP/IBP and how they are progressing towards meeting their targets in specific areas. Parents/carers are also invited to comment on their child's IEP/IBP. The SENDCo is available to meet with parents by appointment. Parents of children with EHCPs or TPAs will also be invited into school for a more formal meeting where their views will be sought as a written report.

The school has an open door policy and parents are welcome to request to see their child's work. Parents are invited in regularly on planned opportunities in order to see work. This is an opportunity to see the curriculum and the school in action and to gain ideas or inspiration on how to help your child at home.

The involvement of parents/carers as helpers in school is encouraged and appreciated by class teachers. This help can involves listening to children read and helping on school trips. The class teacher should be contacted if parents/carers wish to help in this way.

If any parents/carers are interested in enrolling their child at Ranvilles Junior School, they should contact the school office to arrange a meeting with a member of the Senior Leadership Team/SENDCo who would be happy to answer any questions.

8. **The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

Pupil voice is actively encouraged at Ranvilles Junior School. We ensure that children with special needs are involved in the planning and setting of their IEP/IBP targets so that they understand what they are working towards and can identify the goals they have to achieve. Children are also involved in the reviewing process and are encouraged to celebrate and share their success with parents/carers.

Children who have an EHCP or a TPA participate to the annual meeting by recording their views, which can be done either independently or with the class teacher/TA. Children are also actively encouraged to come to their annual meetings in order to express their views about their learning.

What steps should I take if I have a concern about the school's SEND provision?

9. **Any arrangements made by the governing body or proprietor relating to the treatment of complaints from parents/carers of pupils with special needs concerning the provision made at the school.**

If a parent/carer has concerns about the school's SEND provision, then the class teacher should contacted in the first instance. We will strive to resolve any concerns through discussion with the class teacher, SENDCo or a member of the Senior Leadership Team.

Complaints should follow the school's Complaint Procedure which can be accessed on the school website.

10. **How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs.**

The SEND Governor works in partnership with the SENDCo to ensure effective provision for children with special needs. This role includes supporting the school in improving outcomes for children with special needs and reporting to the Governing body regarding the progress of SEND children. The role also includes the allocation of finances to ensure effective provision for special needs children. This is achieved through consultation with the SENDCo to ensure that the

appropriate outside agencies are involved. For example, the school subscribes to a Service Level Agreement with the Educational Psychology Service.

The SEND Governor can be contacted through the school office.

11. The contact details of support services for the parents of children with special educational needs, including those for arrangements made in accordance with clause 32.

Parents/carers should contact the SENDCo if they wish to discuss their child's special educational needs or if they wish to discuss support services. The SENDCo will then endeavour to signpost an appropriate service depending on individual need.

Parents/carers can also contact **Hampshire SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)** who provide free impartial information, advice and support to parent carers of children and young people with special educational needs and disabilities (SEND) and to children and young people with SEND throughout Hampshire. **www.hampshiresendiass.co.uk**

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

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

The school has a transition programme with local infant and secondary schools to ensure that children are prepared for the next phase in their school life. Year 2 children visit Ranvilles Junior School in the Summer Term and are given the opportunity to meet their new teacher and get used to their new surroundings. Year 2 and Year 3 class teachers meet to discuss the children, including children with special educational needs. The SENDCo also meets infant school staff to transfer information about key children and attend TPA meetings and Annual Review meetings. Year 2 parents are invited to visit the school and have the opportunity to talk to class teachers and members of the Senior Leadership Team.

Year 6 teachers meet with secondary school staff to transfer records and also discuss individual needs. The SENDCo arranges TPA meetings for individual children to which the parents are invited and encouraged to contribute their views and ask questions to help their child make a smooth transition. Children are supported by making additional visits to their new school to help them make adjustments.

Any children who join the school other than at the start of the academic year are supported by a buddy to help them to settle quickly. The SENDCo will contact previous schools to ensure that records are transferred and the child's needs are discussed in more detail.

Where can I get further information about services for my child?

13. Information on where the Local Authority's Local Offer is published.

This report is part of the Hampshire Local Offer, details of which can be found at:

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

Glossary

TALA – Therapeutic Active Listening Assistant

EHCP- Education Health Care Plan

ELSA- Emotional Literacy Support Assistant

TPA- Transition Partnership Agreement

IEP- Individual Education Plan

IBP- Individual Behaviour Plan

SEND- Special Educational Needs and Disability

TA- Teaching Assistant

SENDCo- Special Educational Needs and Disability Co-ordinator

STARS- Ranvilles STARS is a system which helps engage children in their learning and encourages them to be successful both in and out of school. More information can be found on the school website.

SATs-Standard Assessment Tests