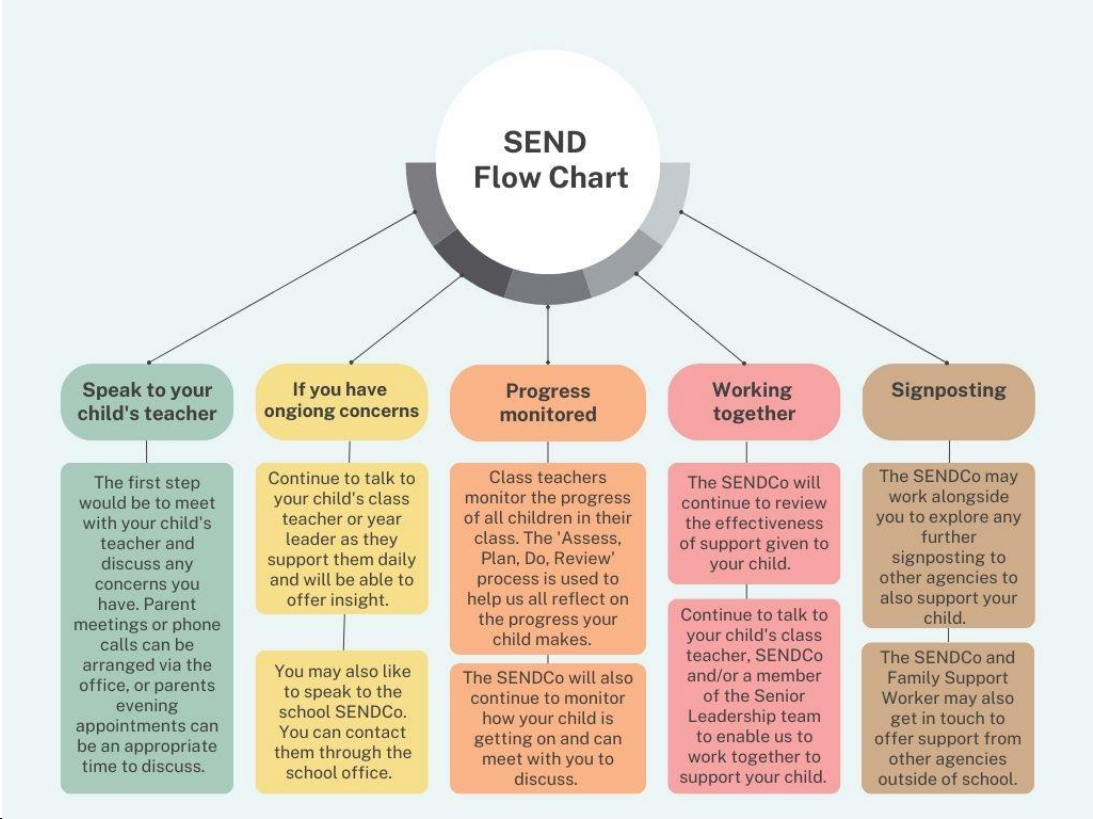


North Baddesley Junior School SEND Information Report

Question	Answer
<p>How will North Baddesley Junior school know if children need extra help and what should I do if I think my child has special educational needs?</p>	 <p>The diagram is a 'SEND Flow Chart' with a central white circle containing the text 'SEND Flow Chart'. Five lines radiate from the circle to five colored boxes: a teal box for 'Speak to your child's teacher', a yellow box for 'If you have ongoing concerns', an orange box for 'Progress monitored', a pink box for 'Working together', and a brown box for 'Signposting'. Each box is connected to a larger text box below it, providing detailed steps and actions for each stage.</p>
<p>How will the staff at North Baddesley Junior school support my child?</p>	<p>Our SENDCo oversees all support and progress of any child requiring additional support across the school.</p> <p>Class teachers take full responsibility and accountability for all pupils they teach. As such, the class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress can be achieved. They will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress. We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.</p>

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	<p>There may be a Learning Support Assistant (LSA) working with your child either as part of a group or on some occasions individually, if this is seen as necessary by the class teacher. The use of LSAs in supporting learning across the school is done so on a responsive basis so that emerging pupil needs can be met.</p> <p>The SENDCo will also report to Governors annually 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.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Curriculum content is adapted according to individual pupil need and pupils are flexibly grouped as standard practice to reflect the emerging needs pupils may be showing through their learning or behaviour for learning. Adaptive approaches are used so that all children can access a lesson and learn at their level.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>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.</p> <p>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 expectations and additional assessments throughout the year. Class teachers also monitor pupil progress across units of work and adapt lessons accordingly to ensure there is an appropriate level of support and challenge where needed. Children who are not making expected progress are picked up through Pupil Progress meetings with the class teacher, year leaders and members of the Senior Management team. 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. The SENDCo then works alongside teachers to advise them on strategies and approaches which may offer further support.</p> <p>If your child is on the SEND register they will have an Individual Education Plan (IEP) which will have individual targets. This is discussed on a termly basis and parents are given a copy of the targets. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time bound) targets. When the child's learning passport is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the targets may be adapted into smaller steps or a different approach may be tried to ensure that the child does make progress.</p> <p>If your child has complex SEND they may have an Education Health Care Plan (EHCP), which means that a formal meeting will take place to discuss your child's progress and a report will be written.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>We are committed to our inclusive school vision. As a staff team, we have worked on a definition of inclusion which we seek to adopt in the classroom:</p>

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	<p><i>NBJS is a school where diversity is valued and where all children are supported to achieve their personal best through a responsive, adapted curriculum that utilises their strengths and seeks to remove barriers to learning.</i></p> <p>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.</p> <p>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. The class teacher liaises with the SENDCo for further advice and support to ensure all key information is known and understood. This may involve working alongside outside agencies such as Health and Social Services, and/ or the Primary Behaviour Support Team.</p> <p>The school has two ELSAs (Emotional Literacy Support Assistants) and a Family Support Worker (FSW) who works with children and families during the school day.</p> <p>The school has a policy regarding the administration and managing of medicines on the school site. Parents must contact the school office if medication is recommended by Health Professionals to be taken during the school day. They will ensure the correct paperwork is completed and will administer all medicines as instructed. As staff we have regular training and updates of conditions and medication affecting individual children so that all teachers, LSAs and admin staff are able to manage medical situations. The thorough completion of a Health Care Plan is also required, which can be updated via the school office to accurately reflect any changes in your child's medical history.</p> <p>As a school we have a very positive approach to managing behaviour. After any behaviour incident, we expect the child to reflect on their behaviour with an adult to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. If a child has behavioural difficulties an Individual Behaviour Plan (IBP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.</p> <p>Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absences are recorded and reported to the Head teacher. We aim to work positively with families to encourage high attendance and punctuality.</p> <p>We value and celebrate each child and invite them to express their views on many aspects of school life. This is usually carried out through the school council which has an open forum for many issues or viewpoints to be raised. We also have buddies, an eco-committee, prefects and other junior leaders.</p>
What specialist services and expertise are available at or accessed	Our SENDCo is a fully qualified teacher and has completed the relevant professional qualification to undertake this role.

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<p>by North Baddesley Junior school?</p>	<p>As a school we work closely with any external agencies that we feel are relevant to individual children’s needs within our school including, but not exclusive to:</p> <ul style="list-style-type: none"> • Educational Psychology Service (EPS) • Speech and Language Therapy Service (SALT) • Primary Behaviour Support (PBS) • School nurse/Paediatric health team/ GPs/ • Occupational therapist (OT) • Hampshire Inclusion Team • Hampshire SEN Service • Specialist advisory services (e.g. Visual Impairment (VI) or Auditory Impairment (AI)) • Outreach support • Social services
<p>What training have the staff supporting children with SEND had or are currently having?</p>	<p>We have 2 members of staff fully trained as Emotional Literacy Support Assistants (ELSA) and one of the ELSAs is trained as a Therapeutic Active Listening Assistant (TALA). 3 more staff are also currently undertaking ELSA training. All receive regular support and supervision from the Educational Psychologist.</p> <p>All of our LSAs have had training in delivering reading and spelling / phonics programmes and in-house training on the use of resources for maths and behaviour management. LSAs meet regularly with the Senior Leadership team and SENDCo to discuss resources used in school and share good practice.</p> <p>Whole staff training is regularly offered on a range of specific areas of SEND as well as safeguarding and child protection.</p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>All children are included in all parts of the National and school curriculum and all children are included on school trips. We will provide the necessary support to ensure that this is successful whenever possible. Please discuss your child’s needs regarding trips with their class teacher or the SENDCo as soon as possible so that effective planning can be put in place.</p> <p>A risk assessment is carried out prior to any off site activity to ensure everyone’s health & safety will not be compromised. Every endeavour will be made to ensure your child can take part in as many aspects of a trip as possible. In the unlikely event that it is considered unsafe for a child to take part in an activity, following risk assessment of individual needs, then alternative approaches will be considered and discussed with parents.</p>
<p>How accessible is the school environment?</p>	<p>The ground floor school site is wheelchair accessible with two disabled toilets large enough to accommodate changing at either ends of the school building.</p>

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	<p>We also liaise with EMTAS (Ethnic Minority and Traveller Achievement Service) who assist us in supporting our families with English as an additional language (EAL).</p>
<p>How will North Baddesley Junior school prepare and support my child to join the school and then transfer to a new school?</p>	<p>We encourage all new children and their families to visit the school when considering applying to attend. This gives you a chance to see the school environment, hear about our vision and values and see the school in action. 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.</p> <p>When transitioning from North Baddesley Infant School, they will undertake a series of visits where they will take part in fun activities to help them become more familiar with the school site and staff. For children with SEND, we encourage further visits in small groups or 1:1 to assist with the acclimatisation of the new surroundings. We would also visit them in their current school and liaise with their teachers.</p> <p>When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange similar additional visits. At our 'feeder' secondary school, The Mountbatten School, programmes have been run in the past specifically tailored to aid transition for some pupils with SEND. Teachers also take part in detailed handover meetings where relevant information about supporting your child and their needs is shared.</p> <p>If your child has complex needs, then a TPA (Transition Partnership Agreement) will be used as a transition meeting during which we will invite staff from both schools to attend.</p>
<p>How are the resources at North Baddesley Junior school allocated and matched to children's special educational needs?</p>	<p>We ensure that all children who have additional needs, have those needs met to the best of the school's ability with the funds available.</p> <p>We have a team of LSAs who deliver programmes designed to meet groups of children's needs as well as individual intervention.</p> <p>The budget is allocated on a needs basis. The children who have the most complex needs are given the most support which may involve adult support.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>The class teacher alongside the SENDCo 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, the pupil and staff.</p>
<p>What steps should I take if I have a concern about the school's SEND provision?</p>	<p>First point of contact would be your child's class teacher to share your concerns. You could also arrange to meet Mrs Daas, our SENDCo until July 2024, Miss Verlander, who is our SENDCo from September 2024, or Miss Wootten the Head teacher.</p> <p>Please also refer to the SEND Policy available on our website.</p>

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	<p>Other Organisations which can offer support:</p> <p>Contact SENDIASS: https://www.hampshiresendiass.co.uk/</p> <p>Contact IPSEA (Independent Parental Special Education Advice) – www.ipsea.org.uk/</p> <p>If you would like your child to join North Baddesley Junior school please contact the school office to arrange to meet the Head teacher or SENDCo who would willingly discuss how the school may be able to meet your child's needs.</p>
Where can I get further information about services for my child?	<p>The information hub for SEND across Hampshire Schools can be found through the Hampshire Local Offer website: Hampshire's Local Offer for Special Educational Needs and / or Disabilities Family Information and Services Hub (hants.gov.uk)</p>