

# FAIR OAK JUNIOR SCHOOL

## Special Education Needs Policy and Information Report



<b>Name of School</b>	Fair Oak Junior School
<b>Date of Policy Issue/Review</b>	November 2023
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<b>Signature of Headteacher</b>	<i>D. Bessant</i>
<b>Signature of Chair of Governors</b>	<i>M. Harder</i>

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### 1. AIMS

At Fair Oak Junior School, we feel that every child within our school community should be valued equally, irrespective of their needs, behaviour or background. We take the view that all members of staff, children, parents, carers and governors, statutory and voluntary agencies have shared responsibilities to maximise the life chances of every child. By creating an atmosphere of motivation and challenge, encouragement to succeed, coupled with an awareness of individual needs, all children can make progress.

Fair Oak Junior School believe that children with special educational needs and/ or disabilities (SEND) will become successful, enthusiastic, independent learners when they receive appropriate support, understanding, and accommodations that cater to their unique needs. We believe that this will happen when:

- their diverse needs are identified, fully recognised and met.
- potential barriers to their learning are minimised and overcome.
- the curriculum is successfully designed and adapted to be ambitious as well as meeting the pupil's needs, developing their knowledge, skills and abilities to apply what they can do with increasing fluency and independence.
- they are given full access to a broad, balanced and ambitious curriculum including the National Curriculum which enables pupils to develop the knowledge and cultural capital they need to succeed in life.
- they are fully included in the school community.
- their views are sought, valued and considered.
- their self-esteem is considered and promoted.
- their parents /carers are valued as equal partners in their children's education.
- there are high expectations for the pupils with SEND which enables them to achieve the best possible outcomes.
- their achievements are recognised and celebrated.

To ensure that the needs of all children with special educational needs at Fair Oak Junior School are recognised and addressed, the school will:

- Develop and implement an individualized education/ target plan (ITP) that addresses the specific needs, strengths, and challenges of each child. It will outline personalized goals, strengths and difficulties, as well as accommodations to help the child progress academically and socially.

- Promote Inclusive classrooms that celebrate diversity and create a supportive environment which fosters a sense of belonging for children with SEND.
- Train teachers and support staff to use a variety of teaching strategies to cater to different learning styles. This may include visual aids, hands-on activities, and adaptive technologies.
- Identify early and accurately children's additional educational needs as early support can prevent academic and social challenges from escalating.
- Communicate and collaborate with parents or caregivers openly. Sharing information about the child's progress, discussing strategies that work at home and school, and maintaining a consistent approach contribute to the child's overall development.
- Recognise and celebrate the achievements, no matter how small, of all children. This helps build a child's confidence and motivation. Positive reinforcement encourages them to take risks and engage in the learning process.
- Adapt and tailor the curriculum to accommodate diverse learning needs ensuring that children with SEND can access and engage with educational content. This may involve modifying work, providing additional resources, or using alternative assessment methods, therefore removing barriers to pupil achievement by providing support that is different to and/or additional to others where appropriate.
- Access specialized support services, such as speech therapy, occupational therapy, or counselling, to address specific challenges and promote overall well-being. We will seek advice and draw upon the expertise of external agencies when appropriate and aim to strengthen this support through an integrated approach.
- Teach children with SEND to understand their own strengths and challenges, and advocate for their needs, fostering independence and self-confidence.
- Provide ongoing training for teachers and support staff based on the latest research, techniques, and technologies in the field of special education, ensuring that they are well-equipped to meet the diverse needs of their children.
- Meet specified additional educational needs through planned intervention, both in school and out of school, including the use of specialist outreach provision which builds on best practice.
- Provide access to the same broad and balanced curriculum all other pupils receive.
- Ensure children with SEND have the same opportunities as all other children to take part in curricular and extra-curricular activities.

## **2. LEGISLATION and GUIDANCE**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### 3. DEFINITIONS

#### Special Educational Needs:

Special Educational Needs (SEN) refer to the additional or different learning requirements of children or individuals who may face challenges that hinder or prevent them from learning and participating fully in mainstream educational activities compared to their peers. In essence, special educational needs encompass a wide range of conditions and difficulties that may impact an individual's ability to learn and participate in educational activities, and they require additional support and accommodations to ensure equal access to education.

The four main areas of SEN often encompass a range of conditions and challenges that may affect a child's ability to learn and participate fully in educational activities. These areas are commonly referred to as the "areas of need" or "categories of need." It's important to note that these categories are not mutually exclusive, and a child may have needs that span across multiple areas. The four main areas of SEN are typically defined as:

#### **Communication and Interaction:**

- Speech, Language, and Communication Needs (SLCN): Difficulties in expressing oneself, understanding others, or using language appropriately.
- Autism Spectrum Condition (ASC): A developmental condition that can affect social interaction, communication, and behaviour.

#### **Cognition and Learning:**

- Specific Learning Difficulties (SpLD): Conditions such as dyslexia, dyscalculia, and dyspraxia that affect specific aspects of learning.
- Moderate Learning Difficulties (MLD): Significant challenges in acquiring basic skills, often requiring additional support.

#### **Social, Emotional, and Mental Health Difficulties:**

- Emotional and Behavioral Difficulties (EBD): Challenges in managing emotions and behaviours, which may impact social interactions and academic progress.
- Mental Health Disorders: Conditions such as anxiety, depression, or attention-deficit/hyperactivity disorder (ADHD) that can affect a child's well-being and learning.

#### **Sensory and/or Physical Needs:**

- Visual Impairment (VI): Partial or complete loss of vision.
- Hearing Impairment (HI): Partial or complete loss of hearing.
- Physical Disabilities: Conditions that affect mobility or physical functioning.

These categories provide a broad framework for understanding and addressing the diverse needs of children with SEN. However, it's essential to recognize that each child is unique, and the impact of their needs can vary widely. For example, a child with ASC may not have SEN. If a child's autism presents in a milder or more moderate form, their needs may be adequately addressed within the regular classroom setting with the support of differentiated teaching strategies and accommodations. In such cases, the child may not require additional specialized interventions or resources. This would equally apply to all categories of need.

A child **will not** be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, appropriate support for them will be sought.

## **4. ROLES and RESPONSIBILITIES**

### **4.1 The SENCo**

The SENCo is Laura Cooper.

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Phone: 02380 693195

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services (specialist teacher advisory services, educational psychology services, health and social services and voluntary bodies).
- Liaise with former and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Source, liaise with providers and contribute to the in-service training of staff.
- Ensure that, where a pupil has special educational needs, those needs are made known to all who are likely to teach him / her, and to his / her parents or carers.
- Manage the Learning Support Assistants (LSAs) SEND interventions/Emotional learning support assistants (ELSAs)/ FIEPS assistant (Framework for Enhanced Individual Pastoral Support) – including aspects of their performance management.
- Track and monitor the progress of pupils with SEND over the short term (ie measuring and reporting on the impact of interventions) and the longer term (ie progress across the key stage).
- Liaise with the SEND governor and the governing body to ensure that they have the necessary information and knowledge to fulfil their roles in relation to SEND.

## 4.2 The SEND Governor

A Special Educational Needs and Disabilities (SEND) governor plays a crucial role in supporting and overseeing the provision of special education within a school. The SEND governor will:

- Stay informed about the legal framework and policies related to special education, including the local authority's guidelines and national legislation.
- Work collaboratively with the school's leadership team to monitor and evaluate the effectiveness of the school's provision for students with SEND.
- Review and analyse data related to the progress and attainment of students with SEND.
- Act as a link between the governing body and the school's special education team.
- Communicate with parents, staff, and external agencies to gather information about the experiences and needs of children with SEND.
- Contribute to the development and review of the school's SEND policy.
- Ensure that the school's policies align with national and local guidelines and promote an inclusive learning environment.
- Keep up-to-date with developments in special education and attend relevant training sessions.
- Advocate for the provision of training and professional development opportunities for school staff involved in supporting children with SEND.
- Support the SENCO (Special Educational Needs Coordinator):
- Work closely with the SENCO to understand the specific needs of children with SEND and support the implementation of effective strategies.
- Attend regular meetings with the SENCO to discuss progress, challenges, and strategies for improvement.
- Monitor the allocation and use of resources dedicated to supporting children with SEND.
- Advocate for the appropriate allocation of funds, staffing, and equipment to meet the needs of children with SEND.
- Encourage and facilitate effective communication between the school and parents of children with SEND.
- Consider and address any concerns raised by parents regarding the provision for children with SEND.
- Provide regular updates to the governing body on the progress and impact of the school's provision for children with SEND.
- Contribute to discussions and decision-making processes related to special education.

### **4.3 The Head teacher**

The head teacher plays a crucial role in creating an inclusive and supportive environment for all students, including those with Special Educational Needs (SEN).

The head teacher will:

- Provide strategic leadership and vision for the school's approach to inclusive education and support for children with SEN.
- Ensure that the school's policies and practices align with national and local guidelines for special education.
- Foster an inclusive school culture where all pupils, including those with SEN, feel valued, respected, and included.
- Facilitate open and effective communication between school staff, parents, and external agencies involved in supporting children with SEN.
- Encourage regular communication with parents to discuss their child's progress, needs, and any concerns they may have.
- Ensure that staff receive appropriate training and professional development opportunities related to SEN.
- Support the Special Educational Needs Coordinator (SENCO) and other staff involved in the provision for children with SEN.
- Allocate resources effectively to support the needs of children with SEN, including funding, staffing, and specialized equipment.
- Collaborate closely with the SENCO to develop and implement effective strategies for meeting the needs of children with SEN.
- Ensure that the SENCO has the necessary support and resources to carry out their role effectively.
- Monitor the progress and outcomes of children with SEN, and use data to inform decision-making and improvement strategies.
- Regularly review and evaluate the effectiveness of the school's provision for children with SEN.
- Encourage and facilitate parental involvement in the education of children with SEN.
- Address any concerns or issues raised by parents in a timely and supportive manner.
- Ensure that the school is in compliance with relevant laws and regulations governing special education, including the provision of necessary support and accommodations.

### **4.4 Class teachers**

Class teachers play a critical role in supporting children with Special Educational Needs (SEN) within the classroom.

Class teachers will:

- Adapt teaching methods, materials, and resources to accommodate the diverse learning styles and abilities of children with SEN.
- Provide differentiated instruction to address individual needs, including varied levels of challenge and support.

- Work closely with the school's Special Educational Needs Coordinator (SENCO) to develop and implement strategies outlined in Individualized Education/Target Plans (IEPs).
- Foster an inclusive classroom environment where all children feel welcome and valued.
- Encourage positive peer interactions and collaborations among children with and without SEN.
- Utilise available assistive technologies and resources to support children with specific learning difficulties or disabilities.
- Provide necessary accommodations.
- Conduct regular assessments to monitor the progress of all children including children with SEN.
- Use assessment data to identify areas of strength and areas that may require additional support or modification.
- Maintain open and regular communication with parents or carers of children with SEN.
- Share information about a child's progress, achievements, and any challenges they may be facing.
- Engage in ongoing professional development to stay informed about the latest research, teaching strategies, and interventions related to SEN.
- Attend training sessions focused on inclusive education.
- Review termly the Individualized Education/ Target Plans (IEPs) of children with SEN and ensure that strategies outlined in the IEPs are implemented and that progress is regularly assessed.
- Encourage and support children with SEN to develop independence and self-advocacy skills.
- Demonstrate sensitivity and empathy towards children with SEN, creating a supportive and understanding classroom atmosphere.
- Foster a culture of acceptance and respect among all children.

#### **4.5 The Pupil**

*Children who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.*

*(Articles 12 and 13, The United Nations Convention on the Rights of the Child)*

All children with SEND are actively involved at an age appropriate level in discussions relating to their EHC plans and their Pupil Passports (see appendix B), including target setting and review arrangements, and are encouraged to express their own views and have them taken into account. Children are encouraged to share in the recording process and in monitoring and evaluating their own performance.

The school is sensitive to the level of understanding and feelings of the child, and provides appropriate information in a non-stigmatising way. The children's achievements are noted and celebrated as well as any difficulties clarified and addressed. Recognition of success for all children is integral to the life of the school and acknowledging successes in meeting targets on pupil passports is a vital part of the pupil passport process.

Some children will have contact with a range of professionals from outside agencies. These agencies are encouraged to listen to the child's views and record those views within any reports or reviews.



## 4.6 Parents / Carers

The SENCo, teachers, pastoral support and other staff all have an important role in developing positive and constructive relationships with parents. The school values the contribution of parents and encourages their participation. Parents and carers are told when the school first identifies that a child has a specific educational need. Through termly pupil passport meetings, the school ensures that parents and carers understand the purpose of any intervention or programme of action and are encouraged to participate from the outset and throughout their child's educational career at the school.

In working with the school, parents and carers of children with special educational needs should:

- Maintain open and regular communication with the school, including teachers, the Special Educational Needs Coordinator (SENCO), and other relevant staff.
- Inform the school about any changes in the child's circumstances, health, or additional support needs.
- Work collaboratively with the school to develop and review the Individualized Education/Target Plan (IEP) or other support plans for the child.
- Attend meetings with teachers and support staff to discuss the child's progress and address any concerns.
- Share information about the child's strengths, preferences, and challenges to help school staff better understand the child's needs.
- Provide insights into successful strategies that work at home, fostering a collaborative approach between home and school.
- Advocate for the child's needs and ensure that the school is aware of any concerns or issues related to the child's education.
- Participate actively in the decision-making process regarding the child's education and support services.
- Encourage and support the child in completing homework and reinforcing classroom learning at home.
- Establish a consistent and supportive homework routine.
- Encourage the development of independence in the child.
- Collaborate with the school to foster an environment that promotes the child's independence and responsibility.
- Attend workshops or training sessions offered by the school or external organisations that focus on understanding and supporting children with SEN.
- Stay informed about the latest strategies and resources available for supporting the child.
- Establish a consistent routine and structure at home to support the child's learning and emotional well-being.
- Communicate any changes in the home environment that may impact the child's behaviour or learning.
- Attend school events, such as parents' evenings, and other school activities to stay connected with the child's educational experience.
- Ensure that the child receives regular health check-ups and inform the school about any medical conditions or changes in health status.
- Provide necessary medical documentation or updates to the school as required, including reports that have been written by external agencies.
- Encourage a positive attitude toward education and learning.

In working with parents and carers of children who have special educational needs, the school will aim to:

- inform the parents and carers when they first identify their child as having a special educational need.
- involve the parents and carers in the school-based response for their child.
- ensure the parents and carers understand the purpose of any intervention or programme of action.
- meet termly with the parents and carers to update them on their child's progress, to share relevant information between home and school and to seek the parents' and carers' and child's views of the intervention and its success.
- support the parents and carers in their involvement with their child's learning at the school.
- support the parents and carers during statutory assessment should this take place.

## **5. SEN information report**

### **5.1 The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Sensory and/or physical needs

### **5.2 Identifying pupils with SEND and assessing their needs**

Our school:

- Carefully monitors the progress of all children on a day to day basis to help them plan the next steps for every child.
- Uses a number of summative assessments throughout the year to monitor progress (reading and spelling ages, Maths, writing and reading assessments).
- Conducts further testing when a particular need is identified through assessments and observations to get a clearer picture of a child and their special educational needs (for example DEST-J (Dyslexia Screening Test) , Strength and Difficulty Questionnaires, Boxall profiling, Basic Number Testing).
- Regularly communicates with parents and take parent's views into account when determining whether or not a child needs extra help in school.
- Liaises with both Fair Oak Infant School and any other feeder schools to ensure that we are aware of all additional needs before a child starts at our school.
- Asks teachers to liaise with the SENCo when they feel extra support is needed.
- Seeks and responds to advice from outside agencies when a specialist's knowledge is required.
- Uses SENCo Hampshire guidance and criteria to decide if children need to be placed onto the school's Special Educational Needs register.

### 5.3 Consulting and involving pupils and parents

There will be an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty.
- we take into account the parents' concerns.
- everyone understands the agreed outcomes sought for the child.
- everyone is clear about what the next steps are.

Notes of these early discussions, including information gained from parents and carers, will be added to the pupil's passport and given to their parents.

We will formally notify parents and carers when it is decided that a pupil will receive SEN support by sharing the pupil passport with them. Ideally, and where possible, this will be done in person.

What a parent/carer should do if they feel their child has a special educational need

- We encourage parents to speak to their child's class teacher and/or the SENCo to raise any concerns.
- These discussions can take place during routine meetings (e.g. parents' evenings, Pupil Passport meetings and Education, Health and Care Plan annual reviews) or they can make an appointment to meet with their child's class teacher or the SENCo at any time via the school office. Making an appointment to speak to a member of staff is preferable as teachers may have other commitments at the start and end of the day.
- A good working relationship and regular communication between teacher and parent means we can personalise learning to meet a child's needs and this can then be further supported at home.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's formal assessments, observations and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments and observations, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly (at least termly) and outcomes and targets shared with all staff and parents.

For other needs (such as social or emotional) we will use other monitoring methods such as observations and emotional profiling to track a child's progress. Where a child accesses Thrive, they will have regular Thrive assessments tracking their progress.

In some cases, progress is monitored and/or tested by outside agencies (e.g. tests conducted by Speech and Language Therapists). These assessments will be shared with all staff and parents.

Education, Health and Care Plan targets will be reviewed at annual review meetings and a discussion will be held between those involved as to the best way to continue to support the child.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

- We have close links to Wyvern College and Fair Oak Infant School to enable a smooth transition either to our school or from our school. All information will be shared as part of this process.
- Extra visits for the children who would benefit from this will be arranged. These may be on a one to one basis or a small group basis.
- Extra transition activities during the summer holidays for children moving onto Wyvern Secondary School, may be beneficial for some children. Fair Oak Junior School staff and Wyvern College staff will decide, in communication with parents and carers, if these holiday activities would benefit the child.
- Teachers and other school staff may visit a child in their previous setting to get to know them and observe the interventions and adaptations in place.
- Discussions between the teachers and SENCos leading up to transition enables a smooth transition where children are supported and staff are made aware of how to meet the specific needs of all children with SEND.
- For some children, who need a more detailed transition plan, a Transition Partnership Agreement Plan (TPAP) may be written and a meeting between the relevant schools, parents and any outside agencies will take place. The aim of the meeting will be to develop a personal transition plan to ensure the child is supported in the transition from one school to another. The TPAP may involve a level of contact with the child over the holiday period, such as sending a postcard or letter to the child.

### **5.6 Our approach to teaching pupils with SEND**

- **Teachers:** Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality inclusive teaching is our first step in responding to pupils who have SEND. Teaching will be adapted and varied or

differentiated for individual pupils using the graduated approach and supported by the SENCo; additional intervention and support cannot compensate for a lack of high quality teaching

- **Learning Support Assistants:** Some pupils will work with a learning support assistant either on a one to one basis or in a small group on a specific intervention. This could be either inside or outside the classroom or within an alternative outdoor learning setting such as Forest School, depending on the intervention and/or the needs of the child/group.
- **Learning Support Assistants with Allocated Hours of Support:** Some children will have a learning support assistant to support them in lessons for an allocated amount of time across the week. These pupils will normally have an Education and Healthcare Plan. This means that they will have additional support in some lessons. However, they are still taught by the class teacher. All children supported by a learning support assistant with allocated hours of support will spend some time working on a 1:1 basis or in small groups and also independently in every lesson because this is an important skill to develop.

Other support available may be in the form of:

- \* Intervention programmes (reading, writing or maths) – regular one to one and group programmes
- \* Daily reading with an adult
- \* Social skills groups
- \* Emotional Literacy Support Assistant (ELSA) support
- \* FEIPs (Framework for Enhanced Individual Pastoral Support)
- \* Regular weekly check ins
- \* Lunchtime support
- \* THRIVE sessions
- \* Outdoor Learning at Forest School
- \* Speech and language support
- \* Transition group
- \* Handwriting
- \* Motor skills (fine and gross)
- \* Breakfast Club support

## **5.7 Adaptations to the curriculum and learning environment**

The curriculum may be adjusted in the following ways to meet children's individual needs.

- \* Setting differentiated learning objectives or an individual learning curriculum
- \* Using visual aids, scaffolding materials and practical resources selected at an appropriate level
- \* Use of devices such as talking tins and other technology to offer alternative means of recording ideas such as a laptops
- \* Specialist equipment purchased as and when needed, or when recommended by outside agency support
- \* Individual learning targets (on pupil passports)
- \* Support on a one to one or small group basis from the teacher or TA

- \* Seeking advice from specialists as and when needed
- \* Pre-learning and over-learning of key vocabulary and concepts

### **5.8 Additional support for learning**

We work with the following agencies to provide support for pupils with SEN:

- \* Hampshire Educational Psychologist Service
- \* Speech and language therapists
- \* Hampshire specialist advisory teachers for Visual Impairment (VI), Physical Disabilities (PD) and Hearing Impairment (HI)
- \* Primary Behaviour Support team
- \* Child and Adolescent Mental Health Services (CAMHS)
- \* Occupational Therapists
- \* Outreach support from schools with specialist provision (e.g. Shepherds Down )
- \* Hampshire SEN services
- \* Communication and Language team (CAL)
- \* Play Therapist – Matt Wright
- \* Ethnic Minority and Traveller Achievement Service

When appropriate, support from these services will be sought, following consultation with the parents and the child, by the SENCo. The SENCo will always carry out the initial liaison. The resulting programmes will be implemented by the relevant learning support assistant, who may also take part in further liaison if appropriate.

### **5.9 Expertise and training of staff**

- All Teachers and Learning Support Assistants are given both in house and external training in Special Educational Needs (SEN) programmes and ways to support children with SEND. This includes training from educational psychologists, SEN experts and training in how to run specific SEN programmes.
- Teachers and Learning Support Assistants are supported by the SENCo in meeting the needs of children with SEND.
- Outside agency advice and training is drawn upon where the school does not have the relevant knowledge to support a child with SEND.
- Future training is decided based on the current needs of children on roll. Specific training is put in place where there is a clear need.
- The Headteacher, David Bessant, and SENCo, Laura Cooper, have the National SENCo Award.

### **5.10 Securing equipment and facilities**

In cases where specific equipment or facilities are required, the school will use the SEN budget to purchase any additional resources required. Funding from EHCPs may be used to purchase equipment needed. School may also liaise with the local authority if additional funding is needed.

### **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil conferencing
- Monitoring and Coaching support by the SENCO
- Holding person centred planning reviews for pupils with EHCPs annually

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

We believe that all children should be able to access extra-curricular activities as these experiences are often the ones we remember the most from our time at school. To this end we ensure that all children access school trips, sports events, music lessons, lunchtime and access to any other clubs available. We do this by liaising with parents to ensure we are catering for a child's specific needs.

### **5.13 Support for improving emotional and social development**

- At Fair Oak Junior School we want all our children to feel happy and safe in school. To this end, teachers and staff monitor children's wellbeing and put support in place to cater for their emotional, social and communication needs.
- When extra support is required, we currently have three fully trained Emotional Literacy Support Assistant (ELSAs) who offer support on both a short term and long-term basis depending on the level of support a child needs.
- We have a child and family support worker who is available every morning to listen to parent's concerns, work with parents and pass on messages to the teachers as well as working closely to support families in more challenging times.
- All staff are first aid trained.
- We put behaviour plans and Thrive sessions in place to help those children who need this extra support.

### **5.14 Complaints about SEND provision**

The school will aim to communicate regularly and openly with parents and carers, wherever possible taking their views into account. However, if after discussions with their child's class

teacher, parents or carers still feel dissatisfied with the provision the school is making to meet their child's special educational need they should:

- Contact the school office to make an appointment to discuss the problem with the SENCo.
- If still not satisfied, the parents or carers should follow the school's official complaints procedure (available from the school office or on the website).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.15 Contact details of support services for parents of pupils with SEN**

Parents will be informed about support services available to them by the school when their child is first identified as having SEND. They will be informed about the following services:

- **Hampshire SENDIASS** is an impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)  
<https://www.hampshiresendiass.co.uk/parents-carers>
- **Hampshire Parent Carer Network (HPCN)** offers parents and carers of children and young people aged 0-25 with an additional need (diagnosed or not) or disability the opportunity to tell the Local Authority, Health and other services, what life is really like. <http://www.hpcn.org.uk/>

### **5.16 Contact details for raising concerns**

For any concerns regarding SEND support parents should contact Laura Cooper in the first instance either by arranging an appointment through the school office or emailing her directly at [l.cooper@fair-oak-jun.hants.sch.uk](mailto:l.cooper@fair-oak-jun.hants.sch.uk)

### **5.17 The local authority local offer**

Our local authority's local offer is published here:  
[http://www.hampshirelocaloffer.info/en/Main\\_Page](http://www.hampshirelocaloffer.info/en/Main_Page)