

## **Meon Junior School Special Educational Needs (SEN) Information Report 2022/23**



This SEN information report follows the regulations set out in the Special Educational Needs and Disability Code of Practice (2015) paragraph 6.79.

### **The Kinds of SEN Provided for in the School**

SEN provision in the school relates to aspects of learning, particularly developing literacy and numeracy skills. We also provide for children who experience difficulties with communicating or in building relationships with others as well as those with emotional and behavioural needs. We can support children with sensory and physical impairments, but the building has limited access for children and adults using wheelchairs.

### **Identifying and Assessing SEN**

Our approach to identifying, assessing and responding to children's needs:

- A concern is raised by parent(s) or carers, by teachers or by support staff; also records from previous school setting may indicate aspects of SEN.
- Initial response is via the class teacher, in consultation with parents/carers.
- Further discussion can be held with the school's Special Educational Needs Co-ordinator (SENCO) and class teacher where a provision/support is planned.
- After reviewing provision, the school SENCO might then conduct or arrange for individual diagnostic assessments with the child.
- Advice from external agencies can be gained via referrals made in liaison with parents/carers.
- The SEN team at Portsmouth City Council can be brought in via a referral for an Education Health and Care Plan Assessment.

If a child is identified as having a special educational need then, in liaison with their parents/carers, they are placed on the SEN register at 'SEN Support' in line with the SEND Code of Practice and relevant information is disseminated to all appropriate staff.

A child is not identified as having a special educational need simply because they are not making expected academic progress. This is one potential indicator, but there can be many reasons for this other than a special educational need.

### **Consulting and Involving Parents**

Class teachers will discuss with parents any concern they have. There are parents' evenings but teachers may also speak with parents either directly or by phone. Appointments can be made by parents/carers for longer discussion with teachers and/or the school's SENCO. Any SEN provision will be discussed with parents before it is begun. Parents who wish to discuss their child's needs are asked to contact the class teacher first.

## **Consulting and Involving Children**

Teachers and teaching assistants will talk with children about their own work and their progress and agree with them how to best support them. Those children with Education, Health and Care Plans (EHCPs) will complete a booklet called 'This is me' in order to record the child's thoughts and feelings and are involved in Annual Review meetings where yearly targets are discussed.

## **Assessing and Reviewing Progress Towards Outcomes – Plan, Do, Review**

Children who are receiving additional provision/targeted support are reviewed half termly by the class teacher, teaching assistant and SENCO. Each term pupil progress is reviewed by class teachers. As well as this, children who have a statement of educational need or an EHCP are formally reviewed once a year. Children's progress is discussed with parents during parents' meetings.

## **Supporting Children Moving to New Classes or Schools**

On moving to another year group or on to another school all SEN records are passed on to the new teacher or sent by the school office to the receiving school. Where appropriate, the SENCO at Meon Junior will liaise directly with the SENCO at the new school or staff in the new year group. Additional visits to new classrooms and teachers are arranged should a child benefit from extra transition.

### **On moving to secondary school:**

- During the summer term the SENCO and the year group teachers will pass on to the SENCO at the appropriate secondary school a list of pupils with SEN and give an outline of the need and the provision required to meet that need
- A meeting is likely to be held between the two SENCOs to discuss specific pupils
- Where an EHCP is in place, the SENCO of the secondary school will be invited to attend the year 6 annual review if that secondary school placement has been agreed
- Where appropriate, specific visits are organised to the new secondary school in addition to those normally provided

## **Teaching Children with SEN**

Provision for SEN follows a progression:

- High quality teaching in class with teachers differentiating the curriculum
- Trained and experienced support staff providing help in class lessons, which includes promoting independence in learning
- Specific intervention programmes delivered on a 1:1 basis or in small groups either within or outside of the class

Where external agencies have been involved for more than 2 terms and there remains concerns over a child's progress, a referral may be made to the Local Authority requesting an 'Education Health and Care Plan Assessment'. This will always be made in liaison with parents/carers. This referral will be made by the SENCO. The referral may result in the issuing by the local authority of an EHCP.

An EHCP sets out:

- The aims, wishes and aspirations of parents/carers and the pupil.

- The pupil's strengths.
- Areas of SEN.
- Outcomes for that pupil in the longer term (usually over the length of a Key Stage) and shorter term (over the course of one year).
- The provision needed to achieve those outcomes, with a breakdown of funding required to enable that provision to happen.
- Details of any personal budget.
- Information regarding any health or social care provision required to help meet the educational outcomes specified in the plan.
- Who has been involved in writing the EHCP and dates for reviewing it – which must be within twelve months of the plan being issued. It is the responsibility of the SENCO to arrange this Annual Review.

The EHCP is a statutory document placing a legal obligation upon both the school and the local authority to comply with its provisions.

### **Adapting the Curriculum and Learning Environment**

Whatever the special educational needs of a child, the class teacher remains responsible for their education. Teachers' planning includes how the curriculum is being adapted to meet the needs of all the children in their class. This planning is monitored by the senior leadership team in the school. Adaptations will include teaching the same concepts to the whole class, but at different levels for different groups of children. Adaptations can also include using different ways to record ideas and knowledge (ICT), using apparatus or physical objects such as wedge cushions to help children with their posture. Children with sensory impairments are seated carefully within the class where they can see or hear best.

### **Staff Training and Expertise**

The school's Special Educational Needs Co-ordinator (SENCO), is Lisa Bitri. She has been a SENCO at Meon Juniors since 2010 and works across both Meon and Moorings Way infants. She is a member of the school's Inclusion and Senior Leadership Team (SLT).

The school's SEN/Inclusion governor is **Mrs Zoe Williams** and can be contacted via the school office.

All teachers have a general knowledge and understanding of SEN through their initial teacher training. Through their continuing professional development and previous experience, the teaching staff at Meon Junior between them have a knowledge and understanding of:

- The relationship between SEN and English as an Additional Language
- Intervention strategies such as Precision Teaching
- Speech, language and communication issues
- Autism
- Dyslexia
- Behaviour support
- A range of sensory impairments
- Emotional literacy

We have a dedicated Emotional Literacy Support Assistants (ELSA).

All support staff (teaching assistants) have experience of supporting children with SEN within the classroom and in small group or individual programmes. They have received training in specific intervention programmes and aspects of SEN such as specific learning difficulties.

### **Measuring the Effectiveness of SEN Provision**

At the start of specific SEN programmes assessments are done to gain a base level or targets are set and they are reviewed to ensure that progress is being made. This can be during or once the intervention is complete. The expectation is that, for the vast majority of children, progress via targeted support or/and a programme will be accelerated in comparison with their peers. Class teachers and support staff discuss with the SENCO on a regular basis the impact of SEN support and targeted programmes on the child's performance in class lessons to ensure the intervention is effective for that child.

### **Children's Engagement in Whole-School Activities**

All children identified as having special needs have a broad and balanced curriculum, participating in all aspects of school life, such as PE, music, assembly and school trips.

### **Social and Emotional Development**

Children experiencing social and emotional difficulties are supported through the general pastoral strength of the whole school staff, especially that of their class teachers. Specific programmes are available for aspect of social and emotional development with the school Emotional Literacy Support Assistant (ELSA) under the supervision of the school's pastoral team. These programmes will either be in small groups or on an individual basis and are tailored to the child/children's specific needs.

### **Linking with Outside Agencies**

External agencies are consulted about need and use of any specialist equipment or expertise to support learning. This can happen when either the need of the child is immediately deemed to be greater than can be met from within the school's own expertise or where support provision has been put in place for a reasonable length of time (at least 2 terms) and concerns remain about a child's continued lack of progress. All referrals to external agencies are made through the SENCO, the headteacher or the assistant headteacher. External agencies who work with the school include:

- Educational psychologists
- Speech and language therapists
- Occupational therapists
- Physiotherapists
- Specialist teachers in sensory impairment or specific learning difficulties
- Ethnic Minority Achievement
- Multi-agency Behaviour Support Service (MABS)
- Child and Adolescent Mental Health Service (CAMHS)

Their involvement is always with the consent of parents/carers and is aimed to provide more detailed and specialist assessment of and advice for children.

**Reviewed and updated – October 2022**

**To be reviewed – October 2023**

## **Handling Complaints**

Parents who wish to discuss areas of concern about SEN provision are asked to contact their child's class teacher to arrange a meeting. They can also speak directly with the SENCO or headteacher at an agreed time. If complaints are not resolved via this process, parents are asked to contact the chair of governors via the school office. Please refer to the school's Complaints Policy for more information.

**Further information is available via Portsmouth City Council's Local Offer:  
[www.portsmouthlocaloffer](http://www.portsmouthlocaloffer)**