

Regulation	Key Question	School Information
The kind of special educational needs for which provision is made at the school	<p><i>What is Special Educational Needs?</i></p> <p><i>What kinds of SEND do pupils have in school?</i></p>	<p>At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015) which states:</p> <p><i>A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.</i></p> <p><i>A child of compulsory school age has a learning difficulty or disability if he or she:</i></p> <ul style="list-style-type: none"> <i>has a significantly greater difficulty in learning than the majority of others of the same age, or</i> <i>has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.</i> <p>Students at Peel Common Junior School have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties, Autism Spectrum Conditions (ASC) and Sensory Impairments including Visual and Hearing and physical difficulties.</p>
Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO	<i>How does the school know if my child needs extra help?</i>	<p>We know when a pupil needs help if:</p> <ul style="list-style-type: none"> Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion. Screening, as a result of a concern being raised, indicates gap in knowledge and/or skills. Whole school tracking of attainment outcomes indicates lack of expected rate of progress. Observation of the pupil indicates that they have additional needs.

	<p><i>What should I do if I think my child has SEND?</i></p> <p><i>How will I raise concerns if I need to?</i></p>	<p>Talk to us – we have an open-door policy and always welcome any communication with you. In the first instance please speak to your child's class teacher if you have any concerns. Alternatively, you can speak to the Special Educational Needs Co-ordinator (SENCo), or Mrs Dudley, the Headteacher by contacting the school office.</p> <p>E-mails can be sent to: admin@peelcommon-jun.hants.sch.uk with the subject line FAO: SENCo.</p> <p>We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that you are able to do the same with us.</p>
<p>Arrangements for consulting parents of children with SEN and involving them in their child's education</p>	<p><i>How are parents and carers currently involved in your education setting?</i></p> <p><i>How can I get involved and who can I contact for further information?</i></p>	<p>We will always:</p> <ul style="list-style-type: none"> • listen to your concerns and suggest strategies that you can use at home; • involve you in discussions about your child's progress and how you can support them outside of school to achieve their targets; • support you, when we have shared concerns, in contacting external agencies to ask for more support, and helping you to complete forms for external agencies; • provide family support from our Home School Link Worker, or work closely alongside you ourselves, to tackle any difficulties you may be having at home due to your child's needs; • signpost you to other appropriate organisations and support networks. <p>You may wish to contact Support4SEND (formerly Hampshire Parent Partnership Service) on 01962 845 870, or email them at enquiries.support4send@hants.gov.uk Support4SEND provides free, impartial information, advice and support to parents/carers of children and young people with special educational needs and disabilities (SEND).</p> <p>Further help can be found at the IPSEA website, www.ipsea.org.uk. IPSEA is a national charity providing free legally based advice to families who have children with special educational needs.</p>
<p>The Local Offer</p>	<p><i>How can I find the local authority's Local Offer?</i></p>	<p>Information about Hampshire's Special Educational Needs and Disabilities (SEND) 'Local Offer' is available at: http://www3.hants.gov.uk/parents-sen/send-localoffer.htm</p>
<p>Arrangements for consulting young people with SEN and involving them in their education</p>	<p><i>How will my child be able to contribute their views?</i></p>	<p>Children with SEN have a number of opportunities to be involved in their education. Children are encouraged to have an input into their statutory review meeting through identifying their strengths and areas for development and suggesting how improvements can be implemented. In addition, there is a school council which contributes ideas and suggestions for school improvement.</p>

<p>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</p>	<p><i>How will I know how my child is doing and how will you help me to support my child's learning?</i></p> <p><i>What opportunities will there be for me to discuss my child's progress?</i></p> <p><i>How does the school know how well my child is doing?</i></p>	<p>Information will be shared with you at the start of each academic year to inform you of the learning and expectations for the coming year.</p> <p>There will be two parents evenings giving opportunities to meet with your child's teacher. During the year parents can initiate a meeting with staff via the school office.</p> <p>Every child will receive a written report giving you a clear indication of the progress they have made both academically and in a wider contribution to school life. For all pupils this will be sent home in the Summer Term.</p> <p>A consultation with the SENCo will, as a matter of course, include advice & suggestions which will support your child's learning. We believe that we are in a partnership with parents, and we recognise parents' unique ability to support their child's learning. This is enshrined in our vision and values.</p> <p>Action relating to SEN support will follow an assess, plan, do and review model.</p> <p>If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:</p> <ul style="list-style-type: none"> • Local Authority Support Services including Educational Psychologists. • Specialists in other schools e.g., teaching schools, special schools. • Health partners such as School Nurse and Child & Adolescent Mental Health Service (CAMHS). <p>N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; an application may be made to the local authority to request an assessment of education, health and care needs (EHCP).</p>
<p>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include</p>	<p><i>How will the school prepare and support my child/young person to join the school or transfer to a new school?</i></p>	<p>We encourage all new children to visit our school prior to starting, where they will be shown around the school and meet their new class and class teacher. For children with SEND, we would actively encourage visits to assist with the acclimatisation of their new surroundings. It would also be beneficial for new parents of children with SEND to meet with the SENCo prior to their child starting. We liaise closely with staff when receiving and transferring children from and to different schools, ensuring that all relevant paperwork is received or passed on, and that all needs are discussed and understood. If your child has specific needs, then a TPA (Transition Partnership Agreement) or an</p>

higher education, employment, independent living and participation in society		EHCP review will be used to aid a transition meeting, during which we will invite staff from both schools, and the pupil's parents to attend.
The approach to teaching children and young people with SEN	<i>How will the school support my child?</i>	<p>Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is our first step in responding to pupils who have SEN.</p> <p>This will be differentiated for individual pupils based on the National Curriculum concepts being delivered to the rest of their peer group.</p> <p>Planned work and resources are designed to support and challenge all children whatever their ability. We make the following adaptations to ensure all pupils' needs are met:</p> <p>Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work and/or content of lesson.</p> <ul style="list-style-type: none"> • Adapting resources and staffing • Using recommended aids, such as, laptops, coloured overlays, visual timetables, larger font, workstations, writing slope, pencil grips. • Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud. <p>The school currently employs Inclusion Support Staff (ISS) across the whole school. Each year group has an ISS to support every day, under the direction of the class teacher. In the afternoons, we have LSAs who undertake intervention work with individuals and small groups depending on the need of the children.</p> <p>A child with an EHCP will have identified key adults as part of their team. Key adults may support the pupil in class on a one to one basis, in a small group setting, or as guidance in a whole class setting. This is to ensure pupils develop and maintain independence in their learning.</p>
How adaptations are made to the curriculum and the learning environment of children and young people with SEN	<p><i>How will the curriculum be matched to my child's needs?</i></p> <p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p>	<p>All of our pupils participate in our broad-based curriculum. All Class Teachers and Support Staff at Peel Common Junior School understand that all pupils must achieve the highest possible standards across the curriculum. Some children will require variation of tasks for different aspects of the curriculum (work is scaffolded or adapted to match their needs) in order to achieve their targets. Class Teachers will plan for this as part of their weekly planning.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. Inclusion Support Staff are allocated, where resources</p>

		allow, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.
The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured	<i>What training have the staff supporting children with SEND had or are currently having?</i>	<p>The SENCo along with completing the National Award for SEN Coordinators, also has specialist access to the most common aspects of SEN SpLD (Dyslexia), Cognitive Difficulties, ADD/ADHD, ASD, Emotional/Behavioural Difficulties and Speech/Language & Communication Difficulties.</p> <p>The SENCo is responsible for attending regular update meetings and briefings, and shares these with all members of staff in school. The team of Inclusion support staff also meet regularly with the SENCo for training purposes. Key messages and essential information are communicated and shared through these meetings regarding key pupils, intervention strategies, and relevant research and policies.</p> <p>At Peel Common Junior School, we are committed to ensuring that staff are trained to meet the needs of pupils with additional needs and their knowledge is updated when necessary.</p> <p>As a school we work closely with a range of external specialist services which are relevant to our pupils' needs. These may include Speech and Language Therapists, Behaviour Support Workers, Parent Support Advisors, Social Workers, Paediatricians and Educational Psychologists. In addition, the Special Educational Needs Co-ordinator and Head Teacher are able to consult with Hampshire County Council for advice and support. We also have specialist ELSA support (emotional literacy support) which is supervised by the Hampshire Education Psychology Service.</p> <p>All staff are subject to an annual review (Performance Management) which identifies training needs; these identified training opportunities are supported either internally or externally.</p>
Evaluating the effectiveness of the provision made for children and young people with SEN	<i>How will the school evaluate the effectiveness of the SEN provision made for pupils?</i>	<p>The effectiveness of SEN provision will be measured using both qualitative and quantitative data.</p> <p>Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared with governors and be judged by external moderators such as Ofsted.</p> <p>School leaders monitor provision and its effectiveness as part of their monitoring cycle. In addition, the school are visited by the Local Authority each year for an LLPR (Leadership and Learning Progress Review), as a minimum, where the provision for children with SEN will be evaluated.</p>

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN	<i>How will my child be included in activities outside the classroom including school trips?</i>	The SENCo, along with the class Teachers administer Risk Assessments for their rooms, immediate environments, access to communal areas such as toilets, eating areas, PE & assembly areas & playgrounds and playground equipment where required. In addition, Risk Assessments are applied to all school trips and one-off activities. From these, steps are taken to ensure all children are able to be included in external activities. If there are specific requirements for pupils on the SEND register, we will undertake an individual risk assessment.
Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying	<i>What support will there be for my child's overall wellbeing? What is the pastoral, medical and social support available in the school? How does the school manage the administration of medicines?</i>	<p>A Personal, Social, Health and Economic (PSHE) curriculum is delivered to all pupils, which aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.</p> <p>The class teacher has overall responsibility for the pastoral, medical and social care of all children in their class and so would be the parent's first point of contact if there are concerns.</p> <p>If further support is required, the class teacher will liaise with the SENCo for further advice and support. Outside agencies might be utilised, such as Speech and Language Therapists, Educational Psychologists and the Primary Behaviour Service, should external support be required.</p> <p>In addition, our school is fortunate to have two-trained Emotional Literacy Support Assistants (ELSA). This type of intervention can support children in a number of areas and children can be referred by parents/carers and all adults in school.</p> <p>We are also very lucky to have a home school link worker (HSLW), who is a licensed THRIVE practitioner.</p> <p>The HSLW works closely alongside the SENCo to best support our vulnerable children. She is also readily available to provide support to our parents and carers;</p> <p>If your child has specific medical needs then a care plan will be put in place. As a staff, we have experience of working with children with a range of different medical needs.</p>
How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families	<i>What agencies/services also provide support to SEND pupils at the school?</i>	<p>For children who require more specialist support to overcome barriers to learning we work with external agencies including the Special Education Needs Support Service, Speech and Language Therapists, Occupational Therapists, Support Team, Parent Partnership, Educational Psychologists, Autism Outreach, Visual and Hearing-Impaired Team, School Nurse and the Youth Emotional Support Service, Behaviour Support Services, CAMHS and the Communication and Interaction Team.</p> <p>The use of appropriate outside agencies is supported by the governing body. We liaise with EMTAS (Ethnic Minority & Traveller Achievement Service), who assist us in supporting our families with English as an additional language.</p>

Arrangements for handling complaints from parents of children with SEN about the provision made at the school	<i>What steps should I take if I have a concern about the school's SEND provision?</i>	<p>Any complaints about the provision for SEND pupils should be addressed to the Headteacher in the first instance. The SEND governor or the chair of the Governing Body, can be contacted if the issue is not resolved. You can contact the Governors via the school office.</p> <p>If school-based solutions fail to resolve the complaint for a child with SEND, Parents/Carers should write to:</p> <p>SEND Services Children's Services Department Ashburton Court East The Castle Winchester SO23 8UG</p>
<p>The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils</p> <p>The facilities you provide to help disabled pupils to access the school</p>	<p><i>What arrangements will help me with admitting my disabled child to school and ensuring fair access to the curriculum?</i></p> <p><i>How accessible is the school environment?</i></p>	<p>Peel Common Junior School aims to be fully accessible to all. The school site is wheelchair accessible and has a disabled toilet, which is readily accessed by any child with specific physical needs. There are no internal stairs or steps, and the playground is fully accessible from the school building;</p> <p>We work closely with the Specialist Teacher Advisory Service to provide modified equipment for children who need it. The school has a wide range of resources to support children with gross and fine motor difficulties including exercise balls, play dough, lacing cards, cutting activities etc.</p> <p>Children can also record their work in alternative ways, including laptops, iPads, cameras and voice activated word processing software. If appropriate, coloured overlays and reading rulers are used by children who show signs of dyslexia and we also have some individual work stations for children to use where required.</p> <p>Regular support is provided by Specialist Teacher Advisors, who recommend how best to support individual children with communication and language, visual, hearing, physical or medical difficulties, as the need arises.</p> <p>Personal evacuation plans are written, when appropriate, as part of our school evacuation policy, and are shared with staff accordingly.</p> <p>As a school, we are happy to discuss any individual access requirements; it is best to contact the school should this be an issue.</p>

<p>Arrangements for the admission of disabled pupils</p>	<p><i>What arrangements will help me with admitting my disabled child to school and ensuring fair access to the curriculum?</i></p> <p><i>How will we ensure we comply with section 69 of the Children and Families Act 2014 including admission of children with a disability, providing facilities for children who are disabled and preventing less favourable treatment of children with a disability?</i></p>	<p>Peel Common Junior School fully complies with section 69 of the Children and Families Act 2014 and the Equalities Act 2010. This means that we will ensure all pupils have equal and fair treatment including children with a disability. Admissions of pupils into school is organised by the Hampshire Admissions team. Further information and guidance relating to admissions can be found at www.hants.gov.uk/admissions</p> <p>Hampshire has a policy for admissions which we adopt. This can be found via our school website. However, if your child is already in receipt of an EHC Plan, then you would need to contact Children's Services, Hampshire County Council, The Castle, Winchester, SO22 8UG.</p> <p>Priority is given to children with an EHCP and the school can be expected to go over number in a year group if the school is named on the EHCP. The school is involved in the decision and would be aware of the needs of the child.</p>
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