

SEND Information Report for Church Crookham Junior School – “Achievement by All”

Type of school	<ul style="list-style-type: none"> • Mainstream Junior School • 5 form entry
Special Educational Needs Co-ordinator (SENCo)	Ms. Emma Purcigo

Core offer	<p>Our school is committed to working in close partnership with children, parents, governors and a wider community to ensure each child reaches their potential within a secure and caring environment. Our core value is “Achievement by All”.</p> <p>It is our policy to provide for every individual, the greatest possible access to a broad and balanced education, including the National Curriculum in line with the Special Educational Needs and Disability Code of Practice, 2014.</p>
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How accessible is Church Crookham Junior School?	Fully wheelchair accessible	No – the school is on two levels, but there is wheel chair access to some of the classrooms, hall, library and playground.
	Auditory/Visual enhancements	None
	Other adaptations	Handrails on stairs
	Parking	We have two designated accessible parking spaces
	Specialist facilities/equipment to support Special Educational Needs & Disability (SEND)	2 accessible toilets

Identification of SEND	We recognise the importance of early identification of SEND. In order to identify SEND the school will work with parents and use previous education settings, class teacher, SENCo and external agencies. This will help us to create a holistic profile of pupil needs. This will be supported by a variety of assessments and tracking procedures in line with the SEND Code of Practice 2014.
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SEND is currently divided into four areas of need. They are as follows:

Range of provision	Quality First Teaching (QFT)	Targeted support groups	Individual support	School Expertise	Specialist Services
<p><i>Communication and interaction (C & I)</i></p> <p><i>This includes speech and language difficulties and Autistic Spectrum Condition (ASC)</i></p>	<p>A well planned but flexible learning environment with a visual timetable is provided in all classes</p> <p>On-going informal assessment is used to support planning for different levels of attainment</p> <p>The language used is adapted so that it is appropriate for the child</p> <p>Recognition of each pupils strengths/difficulties</p> <p>Consideration of environmental factors within the classroom e.g. noise, seating position within the classroom</p> <p>Tasks are short, focussed and where possible with natural breaks to maintain interest</p>	<p>Small groups may be supported by either class teachers, learning support assistants (LSAs), Emotional Literacy Support Assistants (ELSA) as appropriate</p> <p>E.g. Social Use of Language Programmes (SULP)/Lego Therapy</p> <p>Support Group at lunch times (Fun Club)</p> <p>Targeted groups run by our speech and language trained LSAs</p>	<p>Tasks broken down into smaller parts</p> <p>Social Stories/Comic Strips Conversations</p> <p>Individual visual timetables</p> <p>ELSA</p> <p>Individual personalised targets – reviewed termly</p> <p>Individual speech and language therapy programme</p>	<p>3 staff members ELSA trained</p> <p>2 staff members speech and language trained</p>	<p>School buys into a Service Level Agreement (agreed number of hours) with Hampshire and IOW Educational Psychology Service (HIEPS) – reviewed annually to ensure we meet the needs of pupils in our school</p> <p>Primary Behaviour Service</p> <p>Link Therapist with Solent Childrens Therapy Service - Speech and Language</p> <p>Solent Childrens Therapy Service - Occupational Therapy Team</p> <p>The Communication and Language Team – specialist advisory teachers and speech and language specialists for children whose primary need is C+I on</p>

Range of provision	Quality First Teaching (QFT)	Targeted support groups	Individual support	School Expertise	Specialist Services
	Individual personalised targets – reviewed termly				their Education and Health Care Plan
<p><i>Cognition and Learning (C & L)</i></p> <p><i>This includes moderate, severe or profound learning difficulties and specific learning difficulties such as dyslexia and dyscalculia.</i></p>	<p>A predictable learning environment with a visual timetable is provided in all classes</p> <p>Assessment for learning is used to support planning for different levels of attainment</p> <p>Adaptation of language at appropriate level</p> <p>Recognition of each pupils strengths/difficulties</p> <p>Consideration of environmental factors within the classroom e.g. noise, seating position within the classroom</p> <p>Individual personalised targets – reviewed termly</p>	<p>Small groups may be supported by either class teachers or LSAs as appropriate</p>	<p>Tasks broken down into smaller parts</p> <p>1:1 interventions for Literacy and Maths – see school expertise</p> <p>Individual personalised targets – reviewed termly</p> <p>Personalised differentiation where required</p>	<p>LSAs trained to deliver: Accelerread/Accelerwrite Rapid Reading Rapid Phonics Paired Reading Precision Teaching Snap on 2 Maths</p>	<p>Link Therapist with Solent Childrens Therapy Service - Speech and Language</p> <p>Hampshire and IOW Educational Psychology Service (HIEPS) – see above</p>

Range of provision	Quality First Teaching (QFT)	Targeted support groups	Individual support	School Expertise	Specialist Services
<p><i>Social, Emotional and Mental Health (SEMH)</i></p> <p><i>This includes children who may be isolated, withdrawn, hyperactive or lack concentration.</i></p>	<p>A predictable learning environment with a visual timetable is provided in all classes</p> <p>Assessment for learning is used to support planning for different levels of attainment</p> <p>Adaptation of language at appropriate level</p> <p>Recognition of each pupils strengths/difficulties</p> <p>Consideration of environmental factors within the classroom e.g. noise, seating position within the classroom</p> <p>Zones of Regulation introduced as a whole school approach in Sept 2021. The aim is for this to become embedded as part of the school ethos in recognising and regulating their own</p>	<p>Small groups may be supported by either class teachers or LSAa emotional literacy support assistants (ELSAs) as appropriate.</p> <p>Nurture Group</p> <p>Individual behaviour management plans</p> <p>Good Start Club (nurture based start to the day)</p>	<p>ELSA</p> <p>Social Stories</p> <p>Individual personalised targets – reviewed termly</p>	<p>3 trained ELSAs</p> <p>Drawing and Talking trained members of staff</p>	<p>Primary Behaviour Service</p> <p>Children & Adolescent Mental Health Service (CAMHS)</p> <p>Parent Support Advisor (PSA)</p> <p>HIEPS</p> <p>Early Help Team</p> <p>School Nursing Team</p>

Range of provision	Quality First Teaching (QFT)	Targeted support groups	Individual support	School Expertise	Specialist Services
	<p>emotions in a non judgemental way.</p> <p>Individual personalised targets – reviewed termly</p>				
<p><i>Sensory and/or physical (S & P)</i></p>	<p>Consideration of environmental factors within the classroom e.g. noise, seating position within the classroom</p> <p>Zones of Regulation introduced as a whole school approach on Sept 2021. The aim is for this to become embedded as part of the school ethos in recognising and regulating their own emotions in a non judgemental way.</p> <p>Individual personalised targets – reviewed termly</p>	<p>Small groups may be supported by either class teachers or LSAs as appropriate</p> <p>Fine/Gross Motor skills groups</p> <p>Handwriting groups</p> <p>Sensory Circuits</p>	<p>Individual personalised targets – reviewed termly</p>	<p>An LSA allocated to OT provision, following Solent “Schools Therapy Pack”</p>	<p>Specialist Advisory Teachers – allocated time as agreed by the service</p> <p>Occupational Therapy Service – advice regarding delivery of a range of programmes</p> <p>Physiotherapy – advice regarding delivery of a range of programmes</p> <p>School Nursing Team</p>

Medical	We meet health care needs in accordance with the health care plan drawn up with parents, healthcare professionals and school.
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Questions raised by parents:

How does the school know if children need extra help?	Church Crookham Junior School is committed to early identification of special educational need. Initially evidence is collected through a range of assessment and monitoring arrangements: if this suggests that your child is not making the expected progress, the teachers, in consultation with the SENCo, will decide whether additional and/or different provision is necessary.
What should I do if I think my child/young person may have special educational needs?	If you are concerned about your child's progress, we have an open door policy so please speak to your child's class teacher or contact the SENCo.
How will Church Crookham Junior School staff support my child?	If your child is on the SEND (Special Educational Needs and Disability) Register your child's class teacher and the SENCo will oversee and plan your child's Individual Learning Plan. Depending on the intervention required, your child may be working in a small group with support during literacy and/or mathematics or on a 1 to 1 basis on a specific intervention. Sometimes a pupil may require support to access the curriculum, regulate their emotions or manage their behaviour appropriately. A Learning Support Assistant (LSA) may support your child to be a successful member of the school community.
How will the curriculum be matched to my child's needs?	Class teachers plan at the appropriate level to ensure all children access their learning of the curriculum and make good progress. We make every effort to include all children in all trips and activities. Individual risk assessments are written when required to ensure the safety and needs of the child are met. Teaching and Learning is monitored rigorously by the Senior Leadership Team.
How will my child be included in activities outside the classroom including school trips?	We make every effort to include all pupils in school trips e.g. one to one support if necessary. If an individual risk assessment is required we will write this in order to ensure that everyone is fully included.
How is the decision made about what type and how much support my child will receive?	Every term, the Senior Leadership Team meets with each class teacher to discuss pupil progress. If there is a need for extra support, this will be agreed by everyone who will be supporting your child and this will be discussed with you as parents/carers. Alternatively, additional support can be put in place at any time in the academic year following advice/discussions with parents and/or professionals. (Please see "Range of Provision".)
How will I know if the provision for my child is being effective?	All provisions are evaluated and children's progress monitored. This will be discussed with you at parents evenings. If the provision is having little or no impact, it will be adapted or changed to ensure the provision is right for your child.

<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 use whole school assessment procedures, including termly tracking of progress. In addition to our open door policy at Church Crookham Junior School, there are termly parent evenings to discuss individual targets, agree next steps and discuss what you can be doing to support their learning at home. You can ask for additional appointments to speak with your child's class teacher or the SENCo at a mutually convenient time. You will receive a written report during the summer term and we will always ask to see you if we have concerns about your child's progress.</p> <p>If your child has an Education Health and Care Plan (EHCP), an annual review is held according to the guidance in the Code of Practice.</p>
<p>What support will there be for my child's overall wellbeing?</p>	<p>Pupils are encouraged to talk to adults at Church Crookham Junior School to discuss any concerns they may have. This can be done through individual discussions or through curriculum areas such as Circle Time or PSHE. We also have three Emotional Literacy Support Assistants (ELSA's) if required. They may work with children in small groups or on a 1 to 1 basis. The advice of other professionals will be sought as and when necessary. At our school, we provide an inclusive and supportive environment that recognises that we all have different strengths and challenges in our lives. We have a Home-School Link Worker who you can ask to speak with too. We also have a Forces Liaison Officer dedicated to supporting service families.</p> <p>We manage the administration of medicines and personal needs in accordance with the care plan drawn up with parents, healthcare professionals and school.</p>
<p>What training have staff supporting children and young people with SEND had?</p>	<p>Our SENCo has undertaken the Masters Level National Accredited SENDCo Award. All staff receive regular training and updates according to the needs of our pupils. Support staff have been trained on how to deliver specific intervention programmes and several members of staff have attended training on hearing/visual impairments in order to support individual pupils. The school nurse has provided epi-pen training for all staff. Other training staff have attended include Speech and Language, Working Memory, Autistic Spectrum Condition and Dyslexia Awareness.</p>
<p>What specialist services and expertise are available at or accessed at Church Crookham Junior School?</p>	<p>We also link with other professionals such as Child and Adolescent Mental Health (CAMHS), Social Care, Educational Psychology, Occupational Therapy (OT), Physiotherapy, Speech and Language Therapy (SALT) and Primary Behaviour Service (PBS).</p>
<p>How will Church Crookham Junior School prepare and support my child to join the school and then transfer to a new school?</p>	<p>When your child joins (or prior to joining) the school, you will be given the opportunity to be shown around the site. This will be a chance for you to ask any questions that you may have. There are visits to infant schools by our Year 3 leader and the SENCo, as far as possible, so that there is good liaison about each child's individual needs.</p>

	<p>Year 6 staff and the SEND team liaise with the Secondary schools. Extra transition visits and meetings with parents are arranged where necessary. If appropriate, a Transition Partnership Agreement (TPA) or EHCP Annual review, may include staff from the next school.</p>
<p>How are parents/carers currently involved in Church Crookham Junior School?</p>	<p>Considerable value is placed on the contribution parents make to the life of the school and in particular their own child's progress. We have regular parent evenings to discuss progress. We hold information/training workshops/ evenings throughout the year to help you to support your child at home. You can always arrange additional meetings with your child's class teacher, the SEN Co and Headteacher at any point during the school year.</p> <p>Visits are arranged for new parents to look around the school and speak to members of staff. The school works closely with parents during key transition times to ensure it is as smooth as possible.</p>
<p>How are children involved at Church Crookham Junior School?</p>	<p>Children at Church Crookham Junior School are able to contribute their views through the school council forum and pupil surveys. Children with individual learning plans discuss targets and progress with their class teacher and LSA regularly. Children with Education, Health & Care Plans (EHCPs) are asked their views about school and the help they receive as part of the annual review process. When/where appropriate children are asked their views during parent/teacher meetings. Children's views are regularly sought informally in class.</p>
<p>Where can I get further information about services for my child?</p>	<p>Below are some contact details that may be useful for some parents, but this isn't exhaustive. Please do contact school as we may be able to suggest other services who may be able to support your child:</p> <p><i>CAMHS:</i> https://hampshirecamhs.nhs.uk/ <i>Hampshire and IOW Educational Psychology Service:</i> https://www.hants.gov.uk/educationandlearning/educationalpsychology/contactus <i>Hampshire Youth Access (Counselling):</i> https://hampshireyouthaccess.org.uk/ <i>Parent Support Advisor – Kate Williams:</i> 01252 615065 ext296 <i>Solent Childrens Therapy Services:</i> https://www.solent.nhs.uk/our-services/services-listings/childrens-therapy-service-southampton/</p>
<p>What steps should I take if I have a concern about the school's SEND provision?</p>	<p>If you have any worries or concerns your first point of contact is your child's class teacher. You can also arrange a meeting with the SENCo. You can contact any member of the school leadership team if you are still worried. If you are still unhappy, the school has a formal complaints procedure, which is available on the website.</p>

Questions raised by children:

How does CCJS know if I need extra help?	The teachers will look at records from previous teachers/schools. Your teacher will also see how well you work in the lessons and talk to you about it.
Why do some children go out of the class to work with other teachers or LSAs?	Children work with other adults for lots of different reasons. It may be they need more support with their maths, reading or spelling. It may also be that those children need to talk to someone about how they feel or have help making friends. They may work with other adults in small groups or on their own.
What if other children notice I'm getting extra support in class?	We are all individuals with different strengths and areas for development. Everyone requires additional support for something at some point and that's ok! We discuss this in our PSHE lessons, assemblies and generally in class from time to time. If you feel uncomfortable or another child has made a comment about this to you, let an adult know and we will do our best to address this.
Who can help me if I need help in class?	There are lots of people who can help you in class. Your learning partner (the person sitting next to you) may be able to help you, or the teacher or an LSA (Learning Support Assistant). Sometimes people who don't work in the school may come in to see if they can help too.
Who can I speak to if I'm worried about something?	You can always talk to your teacher or any adult in the school. We also have ELSAs (Emotional Literacy Support Assistants) who are trained to help you express how you feel.
What if I forget what I need to do in class?	For each lesson the teacher will write the learning intention on the board. This will tell you what you will be learning in the lesson. They will also write the "Stars for Success" on the board. These tell you what you need to do to achieve the learning intention. If you still don't know what you need to do, ask your learning partner or an adult in the class.
Do the school have any equipment that can help me?	Some children need extra equipment to help them in class. It may be a pencil grip to help them hold their pen/pencil effectively, a special cushion to help them sit more comfortably or a lap top. If you feel you need something special to help you in class, you can talk about this with your teacher.
What happens when I am new to the school?	If you are starting at the beginning of Year 3 you will have opportunities to visit and you will have lots of activities to help you become familiar with the school. If you start at any other time you will be given a buddy who will help you make feel welcome and make sure you know where everything is.

The school is monitored by Hampshire Inspector Advisory Service and OFSTED

It is linked to the Hampshire Local Offer

Last updated – September 2021