

Locks Heath Junior School Special Educational Needs and/or Disabilities Information Report

1. The kinds of special educational needs for which provision is made at the school.

Locks Heath Junior School is a mainstream setting where children come first. We aim to provide the best possible education for every child within a warm and caring ethos. We are committed to ensuring equality of education and opportunity for all pupils, please see our SEND policy. We believe that all pupils are entitled to a broad, balanced and relevant curriculum that can be adapted to meet any specific need. We provide "quality first teaching" to allow all children to reach their potential. However, at times a child may require additional support beyond this practice. This report outlines how we aim to support these needs in the following areas:

Specific and Moderate Learning Difficulties, including Dyslexia and Dyspraxia

Social, Emotional and Mental Health Needs

Speech, Language and Communication Needs

Physical Disabilities

Hearing impairment

Visual impairment

Autistic Spectrum Condition including High functioning Autism

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs and/or disabilities (SEND).

How does the school know if children need extra help and what should I do if I think my child may have Special Educational Needs and/or Disabilities (SEND)?

At Locks Heath Junior School, children are identified as having SEND through a variety of ways, including the following:

Transfer and liaison from feeder schools/previous school

Teacher observations – if a child is performing well below age expected levels in class.

Results from in school assessments, indicating if a child is not making expected progress, or a standardised score of 78 or lower.

Concerns raised by parent/guardian

Concerns raised by a teacher if a child's behaviour or self-esteem is affecting performance.

Liaison with external agencies and professionals

Health diagnosis through a paediatrician

How will I raise concerns if I need to?

*As a school we pride ourselves on building open, honest and positive relationships with parents. We ask that you initially contact your child's class teacher to discuss your concerns. Information will be then passed to the school's Special Educational Needs and Disability Co-ordinator (SENDCo): **Miss Amy Downing**, and agreed assessments will be carried out, in order to organise appropriate in-house support, or advice from external agencies if necessary.*

3. Information about the school's policies for making provision for pupils with special educational needs and/or disabilities and whether or not pupils have an EHCP including:

(a) how the school evaluates the effectiveness of its provision for such pupils.

How do you know if your support has made an impact?

Children with SEND are tracked using regular assessment from the Class Teacher. Specific interventions given to support their learning is co-ordinated by the Class Teacher, Year Leader and SENDCo, and progress is documented by the LSA or Key Worker who is delivering the intervention. Progress is also measured and tracked by the SENDCo and the Senior Leadership Team to assess its impact. Children will also have a record of support, which documents learning targets for that child. These targets are shared and discussed with parents.

We offer two formal Parents Evenings a year, but we operate an open classroom culture also. You are welcome to book an appointment to see your child's Class Teacher at any time.

If you would like to help your child at home, please contact the Class Teacher and SENDCo. We can offer advice and practical ways that you can support your child.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs and/or disabilities.

How will both you (the School) and I (Parent) know how my child is doing? How will you help me to support my child's learning?

As a school, we measure children's progress in learning against National and age-related expectations. We track children's progress from entry at Yr3 through to YR6 using: teacher assessment; summative tests in Yrs 3-6; assessing reading and spelling ages.

Any additional support given to a child is documented by the Class Teacher, LSA or Key Worker who is delivering the programme. Progress is monitored and tracked by the SENDCo and Class Teacher, and measured against National expectations and age related expectations. If your child has a record of support, it will be shared with yourselves, along with any updates, so that you can follow what they have achieved, and their next steps.

If your child has an Education and Health Care Plan (EHCP), there will be a formal meeting at least annually to discuss your child's progress. A report will be written and shared with parents and the SEN team at Hampshire County Council.

We hold two parents evenings a year, where teachers will outline your child's progress and next targets for their learning, as well as discuss ways you can support your child at home in order to achieve these targets. Parents also receive four reports a year, sharing what your child has achieved.

(c) The school's approach to teaching pupils with SEND

How will the school staff support my child?

Our SENDCo oversees all support and progress of any child requiring additional support across the school.

The Class Teacher will oversee, adapt plans and work with each child with SEND in their class to ensure that progress in every area is made. They will liaise with the SENDCo if your child needs a record of support.

A record of support is written and reviewed at least twice yearly for all pupils on the Special

Educational Needs and/or Disabilities (SEND) register; these identify specific targets for an area of need; they outline who will work with the child to meet these targets; the frequency of the intervention; the programme that will be used to support this intervention, and the anticipated outcomes.

A Learning Support Assistant (LSA) or Key Worker may work with your child, individually or within a group, if this is seen as necessary to assist their learning. We strive to promote independence for all children, therefore alongside this adult support, certain activities will be selected during the day to encourage your child to work on them independently.

These interventions will be recorded and their effectiveness reviewed regularly. Pupils' progress is reviewed at least termly and information from these reviews can highlight any further support required.

Outside agencies may be contacted to offer assessment and advice to support staff in ways to help your child in a certain area.

The SENDCo meets with the governor responsible for SEND regularly and produces a report that outlines all areas of SEND. The SEND governor shares updates on SEND regularly at governor meetings.

Each term the governors receive a report that gives them an overview of the progress of children with SEND.

In accordance with our safeguarding policy, we understand the importance of the welfare of our children.

(d) How the school adapts the curriculum and learning environment for pupils with SEND

How will the curriculum be matched to my child's needs?

All learning within class is pitched at an appropriate level, so that all children are able to access a task. Learning outcomes are personalised, so that all children can achieve. Therefore, a child with SEND will have adapted learning to enable them to access the curriculum. This could be through adapting the activity or task, or through using a range of resources available. At times, an LSA or Key Worker may be allocated to work with your child in a 1-1 or small focus group to target more specific needs. Needs are individually assessed and upon advice by the SENDCo and the classroom and school environments can be adapted to help a child where necessary.

(e) Additional support for learning that is available to pupils with SEND.

How is the decision made about what type and how much support my child will receive?

As our SEN policy states, we follow Hampshire's criteria for SEND, which is termed as 'OAP and SEND Support' (Ordinarily Available Provision and Special Educational Needs and Disabilities Support Guidance). In very few cases, a child could meet the criteria to be referred for an Education and Health Care Plan (EHCP). This will document a specific support structure, and additional support that your child may be entitled to. The level of support differs according to the needs of the child.

The SEND budget is allocated by Hampshire County Council each financial year. The money is used to provide additional support or resources dependent upon need. Resources may include deployment of staff depending on individual circumstances.

The SENDCo audits the provision and resources available to support SEND and produces a SEND action plan annually. Some of the budget may be used to fulfil targets on the action plan.

Some children may qualify for additional time or support in SATs. Year 6 staff apply for extra help for those children who meet the SATs criteria thresholds for their specific year.

Pupil progress is tracked termly, and the SENDCo reviews the progress of children with SEND and their needs. Different children will require different levels of support at various times of their schooling, in order to accelerate progress and bridge any gaps to achieve age expected levels. The SEND register is a fluid document, and children can come on and off the register as their learning arc develops.

(f) Support that is available for improving the emotional and social development of pupils with SEND

What support will there be for my child's overall well-being?

At Locks Heath, we are a caring team and aim to nurture the whole child. Their self-esteem and well-being is paramount to their education.

The Class Teacher has overall responsibility for the pastoral, medical and social care of every child in their class. However, if further emotional support is required to help your child, we have a team of Emotional Literacy Support Staff (ELSAs), who work under the direction of the SENDCo with vulnerable children. The emotional support they receive is dependent upon need, and its impact on the child's well-being is reviewed regularly. There are a variety of pastoral groups on offer for different needs, such as Lego Therapy, Nurture or our Forest school group 'Roots and Shoots'. Please speak to the Class Teacher if you feel that these would benefit your child.

We promote high expectations of behaviour, and we use positive behaviour systems to demonstrate this. Please see our Behaviour and Attitude Policy for further information.

Along with advice from our SENDCo, it may be necessary for outside involvement to help your child e.g Primary Behaviour Service; Child and Adolescent Mental Health Service. If you feel that your child may need this support, please speak to their Class Teacher for referral guidance.

Pupils at our school have a voice through pupil questionnaires and the School Council. All children are welcome to put themselves forward for this role, regardless of any need.

Supporting pupils using Motivation and Attitude Personal Programme (MAPP)

As a school we have identified that there is a group of children who are not on the SEND register but who have historically demonstrated less positive attitudes to learning and reduced motivation. These children tend to lack resilience, be less in touch with their emotions and have poor Growth Mindset. MAPP seeks to support these children through a structured 2 year programme of interventions that address these needs in a coherent and progressive approach.

This may include Lego Therapy, Nurture, Roots and Shoots ELSA, Mindset matters, Zones of Regulation and Relationships based interventions to help promote a positive Growth Mindset, higher self-esteem and to develop their resilience.

Pupils with medical needs:

The school produces a directory (with photos) of all children with medical conditions with health care recommendations for all staff and these should be available within all classrooms. This directory is updated regularly.

Staff receive training for certain conditions when required, and if a child has a medical condition, a protocol is compiled and this is shared with all staff who work with the pupil.

First Aid Training

The school has a First Aid Policy and Medications Policy regarding the administration and managing of medicines on the school site. This is reviewed regularly by the Headteacher and Governors.

Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day, as it can only be administered after a medical form has been signed and received by the school office.

On a day to day basis the Admin Staff generally oversee the administration of any prescribed medicines. However the responsibility for the administration of non-prescribed medication e.g Calpol, lies with parents.

School Trips and Offsite activities

We aim for all children to be included on School Trips and activities outside the classroom. If necessary, additional support will be discussed with parents, and provision will be put in place. A risk assessment is carried out prior to any offsite activity to ensure everyone's safety is ensured. If an activity is deemed unsafe for your child to participate, an alternative activity, which covers the same curriculum area, will be provided.

4. In relation to mainstream schools and maintained nursery school, the name and contact details of the SEND co-ordinator.

*In the first instance, parents/carers are encouraged to talk to their child's class teacher. You could also arrange to meet with our school's SENDCo: **Miss Amy Downing** on **01489 572226***

Information is also available at Hampshire County Council's SENDIASS

5. Information about the expertise and training of staff in relation to children and young people with SEND and about how specialist expertise will be secured.

What specialist services and expertise are available at or accessed by the school?

We work closely with any external agencies that we feel are relevant to individual children's needs within our school.

Outside Educational agencies include:

Primary Behaviour Service

Heathfield and Waterloo Outreach

Hampshire Educational Psychology

Hampshire EMTAS (Ethnic Minority and Traveller Achievement Service)

Hampshire Inclusion Service

Health Services include:

CAMHS(Child & Adolescent Mental Health Service)

School Nursing Team

GPs

NHS Speech & Language Therapists (SaLT)

Occupational & Physio Therapists

Physical and Sensory Advisors

Specialist Teacher Advisory Service

Social Services include:

Family Support Service (formerly Early Help Hub)

Social Workers

Family Support Workers

Specialised outside agencies such as Autism Hampshire

We have a link Educational Psychologist who works with the school for at least 3 days per academic year.

What training is provided for staff supporting children with SEND?

Miss Amy Downing (SENDCo) is a qualified teacher and has completed the 'National Award for Special Educational Needs Co-ordination' accreditation.

Our ELSAs (Emotional Literacy Support Assistants) have been trained and are monitored by Hampshire and Isle of Wight Educational Psychology

Our team of LSAs and Key Workers are highly skilled and an invaluable part of our school. Within the team, there has been training given in:

Reading, spelling and phonics support

Maths support

Memory and concentration development

Phonological Assessment Tests

Language Link

Experience in working with children with physical disabilities and sensory impairments.

Positive Behaviour Approaches

Team Teach De-escalation and Positive Handling

Autism and ADHD

Over the course of the year, training needs of all staff are reviewed and appropriate training is planned and delivered. Continuing Professional Development is paramount for our staff, in order that they meet the specific needs of the children with whom they are working.

6. Information about how equipment and facilities to support children and young people with SEND will be secured.

How accessible is the school environment both indoors and outdoors?

For pupils who require additional resources or equipment to access the curriculum we seek advice from, and work closely with, the relevant outside agencies. We train staff in the use of these resources and carry out the necessary risk assessments for these pupils.

Our site is wheelchair accessible and we have disabled parking and accessible toilet facilities. As a building, we are mostly one level. Where there are learning areas with upstairs classrooms, ground floor classrooms are assigned to children with medical and physical needs where required. We have a medical room and many of our staff are first aid trained.

We liaise with Hampshire EMTAS (Ethnic Minority Achievement Service) who assist us in supporting families with English as an additional language.

7. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of the child, including the arrangements for consulting young people with SEND about, and involving them in, their education.

How are parents currently involved in the school? How can I get involved and who can I contact for further information?

We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations. Parents are encouraged to contribute to their child's education through:

Discussions with the Class Teacher

During parents' evening

Through discussions with the SENDCo or external agencies

Supporting learning targets at home.

Participation in Annual Reviews for children with Education Health Care Plans

Attending TPA meetings for when your child is transitioning or changing school

Parents have the opportunity to comment on the day-to –day running of the school through an annual questionnaire and a parental forum group, called the 'Friends of Locks Heath'. Please contact the Chair on the school's number 01489 572226 if you would like to be involved. We also have a team of Parent Governors on our Governing body. If you are interested in becoming a Parent Governor, please contact our Chair of Governors on the school's contact number 01489 572226.

How do we involve children in their education?

Children with an EHCP are entitled to put forward their views on the previous academic year, and can come into the meeting where appropriate.

Children also have their learning targets shared with them, and in some cases, design their own targets.

As appropriate, children can also be invited into TPA (Transition Partnership Agreement) meetings, so that they can talk about what they would like in place for the next year group to help them.

8. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.

What steps should I take if I have a concern about the school's SEND provision?

Please see your child's class teacher as a first point of contact. If it cannot be resolved, please contact the SENDCo or Headteacher for investigation. Please see the school's complaints policy on the procedure for how to make a complaint.

9. The school's arrangements for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living.

How will the school prepare and support my child when joining the school, or transfer to a new setting or to the next stage of education and life?

We have a successful 'transition programme' from our feeder Infant School that enables children to become very familiar with the school and its staff. We also hold information meetings for Yr3 parents in the Summer and Autumn terms.

Our Yr3 staff and SENDCo visit the Infant School to discuss pupils and observe them in a familiar environment. For children with SEND who may find the transition more challenging, we offer the opportunity of further visits.

For our most vulnerable children, TPA (Transition Partnership Agreement) meetings are held with the Infant School, to ensure necessary provision is put in place. These are shared with Hampshire County Council and reviewed the following term.

When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Our feeder Secondary School, Brookfield Community School, runs a programme specifically tailored to aid transition for more vulnerable pupils.

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.

Additional school visits can be arranged as necessary. TPA meetings, chaired by the SENDCo can also be set up with feeder Secondary Schools for our most vulnerable pupils.

10. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32.

Please contact your child's Class Teacher in the first instance. They will then liaise with our school SENDCo on how best to support your child.

*IPSEA, a National Charity for families with children with SEND
SENDIASS*

11. Information on where the local authority's local offer is published.

*Our School's SEN information report is provided as part of Hampshire's Local Offer -
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>*

12. Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC Plans, including:

Please see our SEND Policy for our provision.

Approved: Autumn Term 2025 Date for Review: Autumn Term 2026