

**1. How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs (SEND)?**

At Talavera Junior School, the children are identified as having SEND through a variety of ways:

- Liaison with infant school or previous junior school
- Child performing below age-expected levels
- Concerns raised by parents
- Concerns raised by teacher e.g. behaviour or self-esteem affecting their performance
- Liaison with external agencies i.e. Occupational Therapists, Speech and Language Therapists, Educational Psychologists
- Health diagnosis through a paediatrician

**2. How will I raise concerns if I need to?**

- Talk to staff - class teacher first, then Special Educational Needs Co-ordinator (SENDCo) or the Head Teacher (HT)
- We have an open door policy at Talavera and hope that parents will feel confident to approach us with any concerns that they have
- Contact any external agencies for support and advice

**3. How will the school support my child?**

- The SENDCo will oversee all support and progress of any child requiring additional support
- The class teacher adapts work planned for each child with additional needs to ensure that progress is made in every area and to ensure they receive first quality teaching
- There may be a Learning Support Assistant (LSA) or Special Needs Assistant (SNA) working with your child, individually or in a small group. This may be to support learning in the classroom or it may be a specific short intervention programme. The class teacher will explain this to you and let you know how regular the sessions will be
- Immediate intervention will be given if needed within the lesson or in the afternoon to ensure they can assess the learning for the next day and don't fall behind

- The SENDCo will be available to meet with parents on the Special Needs Register, in addition to the usual discussions with class teachers at parent consultation evenings as well as IEP drop-in opportunities to discuss your child's area of need or support you can give them at home

#### **4. How are governors involved and what are their responsibilities?**

- The SENDCo reports to the governors every term to inform them of progress of children with SEND. Confidentiality is maintained at all times
- One (named) governor is responsible for SEND and will meet regularly with the SENDCo and then report to governors. This is currently Maria McClure.
- In collaboration with the HT and SENCo, the governors agree priorities for spending within the SEND budget; the overall aim is that children receive the support they need in order to progress

#### **5. How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?**

- Work within class is pitched at an appropriate level to enable all children to have access to the curriculum according to their specific needs. There may a range of different adaptations to work taking place in one lesson as well as a range of support
- Adaptations allow all children access to the curriculum as well as careful questioning and support to ensure they always have successes in their learning

#### **6. How will I know how my child is doing and how will you help me to support my child?**

- We operate an open door policy at Talavera and you are welcome to make an appointment at any time to meet with your child's class teacher or the SENDCo to discuss how your child is getting on. We can offer practical advice to help your child at home. You are also able to discuss their progress at parent's evenings where you will receive up-to-date assessments of your child's progress as well as in the yearly report
- We believe your child's education is a partnership between home and school, therefore we keep communication channels open, especially if your child has complex needs
- Workshops are available throughout the year to help parents feels confident in supporting their child's individual need
- If your child is categorised as SEND Support on the SEND register, meaning that they require additional support, or has an EHC plan (Education, Health and Care plan), an Individual Educational Plan (IEP) will be created with appropriate

targets for your child. This is reviewed termly and a copy will be shared with parents. The targets are SMART (specific, measurable, achievable, realistic, time scaled). The expectation is that your child will achieve the target by the time it is to be reviewed

- We offer IEP drop-in sessions to give an extra opportunity to talk through their targets and what support you can give at home
- If your child has complex special needs, they may be part of an Inclusion Partnership Agreement (IPA), or have an EHCP (Education and Health Care Plan) of SEND. This means that a formal meeting will take place at least once a year to discuss progress and a report will be written up after the meeting that then goes to SEND Hampshire to review targets and progress through the year

### **7. How does the school know how well my child is doing?**

- At Talavera, we measure children's progress in learning against national and age-related expectations
- The class teacher will continually assess each child and note areas where they are improving and where further support may be needed. The children are tracked through various methods to give a fair reading of their progress
- Children who are not making expected progress are identified through regular review meetings between the class teacher and the Senior Leadership Team (SLT)
- In this meeting, it will be discussed why individual children are not making expected progress and what further support will be given
- When a child's IEP is reviewed, comments are made against targets to show the child's progress. If the child has not met the target, the reasons for this will be discussed and the targets may be adjusted or adapted into smaller steps or a different strategy tried

### **8. What support will there be for my child's overall well-being?**

- We are an inclusive school; we welcome and celebrate diversity at Talavera. All staff believe that high self-esteem is crucial to children's well-being. We have a caring and understanding team looking after our children
- The class teacher has overall responsibility for the pastoral, health and social care of every child in the class. The class teacher, therefore, is the first point of contact for parents. If further support is needed, the class teacher will liaise with the SENDCo for further advice. This may involve working alongside external agencies e.g. health, social services, Behaviour Support Team (BST)
- The school has two ELSAs (Emotional Literacy Support Assistants): Mrs Cluness and Mrs Hatton who work under the direction of the SENDCo. Deputy and Head teacher with vulnerable children three afternoons a week. They have both had

extensive training to ensure they can support all children's emotional needs and have recently been qualified in TALA (Therapeutic Active Listening Assistants) and The Drawing and Talking program to support all our children's individual needs

**9. How does the school manage the administration of medicines?**

- Please see the school's policy on the website
- Parents need to contact the class teacher and school office if medication recommended by health professionals is to be administered in school
- The school administration staff oversee and administer prescribed medication to children
- All staff are trained regularly with updates on conditions and medication affecting children

**10. What support is there for behaviour, avoiding exclusion and increasing attendance?**

- At Talavera, we have a very positive approach to behaviour with a clear behaviour policy which is followed by all staff and children
- If a child has behavioural difficulties, an Individual Behaviour Management Plan (IBMP) will be written by the class teacher and discussed with the child and parents. This identifies specific issues and puts relevant support and targets in place. Exclusion levels are very low in school as a result
- After any incident, we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child can do differently next time to change and improve behaviour
- Attendance is monitored on a daily basis; lateness and absences are recorded and reported to the head teacher. All unexplained absences are followed up with a phone call or text message on the first day of absence. Good attendance is essential for children to make good progress in school. We also have an attendance officer who is responsible for advice and support to parents in regards to their children's attendance
- We are very fortunate to be able to offer parent support in regards to children's behaviour difficulties through our parent support workers

**11. How will my child be able to contribute their views?**

- At Talavera, we value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any viewpoint to be expressed
- Children with an IEP or IBMP are involved in setting their own targets

- There is an annual questionnaire where we actively seek the views of parents and children
- Children always have opportunities to speak to a range of adults in school on a daily basis
- If your child has an IPA or EHC plan, their views will be sought before any review meetings

**12. What services and expertise are available at or accessed by the school?**

- Our SENDCo is a qualified teacher who has completed the SENDCo accreditation and attends regular training updates
- At Talavera, we work closely with external agencies that we feel are relevant to individual children's needs. These include: Primary Behaviour Service, health (GPs, school nurse, clinical psychologist, paediatricians, speech and language therapists, Occupational Therapists and physiotherapists), CAHMs through online assessments, social services (locality team and social workers) and Educational Psychologists

**13. What training have the staff had in order to support children with SEND?**

- All staff are trained, both teaching and non-teaching, to support a child with SEND. This training is regularly updated. In addition, we have a number of staff trained in specific interventions to support SEND or emotional and behavioural difficulties
- Staff who support children with a Statement of SEND or EHC plan may have additional training in order to support specific needs
- Regular, weekly CPD is given to all staff to ensure we meet the need for all pupils in our care as well as external training from educational specialist

**14. How will my child be included in activities outside the classroom including trips?**

- All children are included in all parts of the school curriculum, including educational visits off the school premises. Additional staff will support children if necessary to enable all children to take part in all activities

**15. How accessible is the school environment?**

- Talavera is an accessible site for all
- All downstairs areas of the school have a classroom that is accessible with accessible fire exits
- All teaching areas (hall, Purple Room, library) have accessible fire exits with ramps if necessary
- Disabled toilet
- Accessible outside paths run from both the front and back gates of the school site

**16. How will the school prepare and support my child when joining and transferring to a new school?**

- We encourage all new children to visit the school for a tour before starting school. For children with SEND, we encourage additional familiarisation visits and the creation of transition books in year 2. The SENDCo and year 3 leader liaise with infant schools to discuss individual children's needs prior to them starting in year 3
- We run a transition club with Talavera Infant School to help vulnerable children adjust to moving to the junior school. We also having a 'Moving Up Day' when all of year 2 will visit the junior school to meet their teacher
- We operate a 'Buddy' system so new children joining the school during the year have a buddy in their class to help them settle in. We have an established induction programme for new entrants called My Passport. We track the results of these, along with their exit surveys
- When children are preparing to leave us in year 6, we arrange extra visits to our local secondary schools if necessary to help with transition
- We have close links with the Alderwood Secondary School and the Wavell Secondary School
- We liaise closely with staff in other schools to make sure all paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, a review will be arranged for a transition meeting which involves all parties concerned

**17. How are the school's resources matched to SEND needs?**

- The needs of children with SEND are met as fully and to the best of the school's ability as far as school funds allow
- Staff teams are funded from the budget to deliver programmes designed to meet the needs of SEND
- The SEND budget is allocated on a needs basis; those in most need are given most support

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

- The class teacher and SENDCo will discuss those needs and how they are best met
- Individual children will require varying amounts of support to make progress and achieve their potential
- Parent meetings and concerns are always a factor in the support a child receives

**19. How do we know if it has had an impact?**

- We review children's targets on IEPs and make sure they are being met
- The child is making progress against national or age-related levels
- The child is making progress with their reading age and/or spelling age
- They are narrowing the gap with their peers
- Verbal feedback from teachers, parents and/or pupils
- Children may move off the SEND register if they have caught up or made sufficient progress

**20. How do we ensure all pupils with individual needs or disabilities are supported?**

- All admissions are carefully considered and reviewed by both the SENCo and Headteacher to prevent any disability or learning need being treated less favourably
- Any facilities or extra resources are purchased before or as soon as possible to ensure the pupil was at no disadvantage
- All staff needed, would be trained to ensure all care and emotional needs could be met
- A carefully planned accessibility plan would be created with the pupil and parents to ensure their individual needs could be met
- Any incidents where the pupil felt they were not treated favourably by an adult or child would be toughly investigated
- Any building work or additional facilities would be completed before the pupil started to ensure their safety and comfort is maintained at all times

**21. Who will I contact for further information?**

- Class teacher
- SENDCo (Mrs Clare Litwin)
- Head teacher

- SEND policy
- Hampshire Local Offer: [http://www.hampshirelocaloffer.info/en/Main\\_Page](http://www.hampshirelocaloffer.info/en/Main_Page)
- Parent Partnership: <http://www3.hants.gov.uk/parentpartnership>
- IPSEA (Independent Special Education Advice): <http://www.ipsea.org.uk>
- Email: [office@talaverajunior.co.uk](mailto:office@talaverajunior.co.uk)
- Contact the school office (01252) 322156 if you wish your child to join Talavera Junior School. We will always be pleased to make an appointment to discuss your child's educational needs.

### **Glossary of terms**

BST - Behaviour Support Team

EHC Plan - Education Health Care Plan

ELSA - Emotional Literacy Support Assistant

HT - Head Teacher

IBMP - Individual Behaviour Management Plan

IEP- Pupil Profile

IPA - Inclusion Partnership Agreement

LSA - Learning Support Assistant

SEND - Special Educational Needs and Disability

SENDCo - Special Educational Needs Co-ordinator

SNA - Special Needs Assistant

SLT - Senior Leadership Team