

Stamshaw Junior School (SJS) SEN information report 2024- 2025



1: Vision and Aims

Stamshaw Junior School is committed to inclusion and recognises all its pupils as equal individuals. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners.

Stamshaw Junior School is an inclusive 'needs driven' school with a strong commitment to meeting the needs of all our pupils with the resources available. Our SEN Information Report, which is part of the Portsmouth Local Offer for learners with Special Educational Needs and Disabilities (SEND), has been produced with input from our parent/carers, Governors and members of staff.

Within its aims, Stamshaw Junior is committed to equal opportunities, with all pupils being equally valued and encouraged to achieve their full potential regardless of their academic, emotional or physical ability - this is achieved through the provision of a high quality education to all the children living in our local community.

We strive to ensure that children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. Thus developing an inclusive and supportive learning environment that removes barriers to learning and in which all learners achieve their full potential.

The SEN Information Report provides information regarding the ways in which we provide support for all our pupils with Special Educational Needs and Disabilities (SEND).

2: Legislation

The information required to be included in this SEND Information Report is set out in Schedule 1 of the SEN and Disabilities (SEND) Regulations 2014 and paragraphs 6l79-6.81 of the SEND Code of Practice

The Special Educational Needs and Disability - Regulations 2014, Schedule 1: Information to be included in the SEN information report. This can be found at:
<https://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

3: The Information Report

1 What kind of special educational needs does the school provide for?

Some children may have SEN in a specific area or need a little extra support to make progress. Whereas other children may have a range of needs or need a lot of support. Sometimes these are called complex needs.

Pupils at SJS have a varied range of needs and are supported in the following four broad areas of need as identified within the SEND Code of Practice (2015):

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, emotional and Mental Health
- 4) Sensory and/or physical

All needs will broadly come under one of the above 4 headings and some pupils will have identified needs in more than one area.

Cognition and Learning – This is about how your child learns and thinks. Some learning difficulties may be obvious, whereas others aren't. Children with cognition and learning difficulties usually learn at a slower pace than other children in their year group.

If your child has a cognition or learning need they may:

- find reading, writing, literacy and maths more challenging than other children
- have specific difficulties such as literacy difficulties or issues learning new skills
- have strengths or difficulties with memory, organisation, or planning
- have a reduced ability to learn because they have difficulty managing their emotions

Communication and Interaction – This is about how your child communicates with others, their relationships, and social skills.

This kind of need includes:

- speech and language issues
- difficulty communicating with others, such as not being able to say what they want to, or having difficulties understanding what's being said to them
- not understanding or using social rules
- problems understanding how relationships with other people work
- social communication differences or autism

Social, Emotional and Mental Health – These kinds of difficulties can show in lots of ways, such as a withdrawn or isolated child, or challenging and disruptive behaviour.

This area of need includes things like:

- social anxiety, phobias or refusing school
- attention deficit hyperactive disorder (ADHD)
- attachment disorder or difficulties or early development trauma
- self-esteem and confidence issues

Sensory and Physical - These are physical and sensory things (when children's senses are over/under sensitive) that could make it more difficult for your child to learn in a typical school environment.

This might include:

- difficulties with hearing or sight or multi-sensory impairment
- sensory triggers or processing difficulties
- any physical disability
- problems with fine motor skills, such as picking something up between thumb and fingers and using it, or gross motor skills such as running and jumping.

2 Who are the best people in school to talk to about the provision for Special Educational Needs (SEN)?

The Special Educational Needs Coordinator (SENDCo)

The SENDCo is Mrs Sam Cantini (Deputy Headteacher & accredited SENDCo)

You can contact her via 02392661045 or sam.cantini@stamshawjun.org.uk

What is the SENDCo responsible for?

The SENDCo is responsible for:

- Coordinating all the support for children with Special Educational Needs (SEN) and developing the school's SEN policy to make sure all children receive a consistent, high-quality response to meeting their needs in school.
- Ensuring that you are involved in supporting your child's learning.
- Ensuring that you are kept informed about the support and interventions your child may be receiving.
- Ensuring you are involved in reviewing how your child is doing and celebrating the progress they are making.
- Ensuring you are part of the planning process for your child, with regards to their 'next steps', and identification of priorities.
- Liaising with and coordinating the work of all other professionals who may be involved in supporting your child's learning and development (such as the Speech and Language Therapists, Educational Psychologists etc.)
- Updating the school's SEN register (a system for ensuring that all the special educational needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve, and make the best, possible progress.

Mrs Cantini is also our Designated Safeguarding Lead

How are the school governors or trustees involved and what are their responsibilities?

- There is a nominated governor who is assigned to oversee the SEN practice in our school.
- They are responsible for ensuring that the necessary support is made for any child who attends Stamshaw Junior School and who has special educational needs.

3 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?

When a pupil first joins SJS, we consider information from a range of sources to help identify any Special Educational Needs and Disabilities (SEND) or other needs.

Information is gained from parents/carers; end of KS1 data; the infant school transition data; specialist colleagues previously involved with your child and external agencies.

Our class teachers, Phase leaders and SLT all closely monitor the progress and attainment of all pupils, including those who have (or may have) SEND.

The continuous monitoring of pupils means that any concerns can be raised early and support put into place.

The DHT/SENDCo (Mrs Sam Cantini) will monitor, observe and assess any concerns raised and recommend next steps. A staged and graduated approach to identifying and assessing any need is then followed. This approach relies on the following 4 actions:

- Assess
- Plan
- Do
- Review

We have a range of assessment tools within Stamshaw. This includes Screening tools and assessments in IDL, Sandwell Maths, Phab2.

Where a pupil is making less than expected progress, despite tailored high quality teaching and a period of intervention, a recommendation and referral for external specialist advice and/or support will be made.

If you feel that your child may have special educational needs, please speak with your child's class teacher. The class teacher will then liaise with the school SENDCo who will initiate the graduated approach of support for your child. Or contact Mrs Cantini via her contact details.

4 How will both you and I know how my child is doing?

Your child's class teacher will meet with you on at least a termly basis (this may be as part of Parents' Evening), to discuss your child's progress, their needs and the success of the support/interventions that may be in place.

If your child is on the school's SEN register, the class teacher will create an ILP (Individual Learning Plan), which details individual outcomes for your child, based on their needs. These outcomes will be discussed with you on a termly basis.

The ILPs are reviewed each term by your child's class teacher and a record of the progress made against each of their outcomes is made. This termly review forms part of Stamshaw Junior's Graduated Approach.

If your child has complex Special Educational Needs, they may require, or already have in place, an Education Health, and Care Plan (EHCP). This is a legal document that:

- describes a child or young person's educational, health and social care needs
- explains the extra help that will be given to meet those needs
- explains how that help will support the child or young person to achieve what they want to in their life
- If your child has or is provided with an EHCP, you will be invited to attend an annual review meeting. Here, a detailed review of your child' progress will take place and will include input and feedback from all the professionals who are involved with your child.

How does the school know what progress my child is making?

Your child's progress is continually monitored by your child's class teacher, phase leader and senior leaders.

Their progress is reviewed termly through assessments and analysis, as well as at Pupil Progress Meetings (PPMs).

Your child's class teacher continually reviews their progress and plans for their 'next steps' through the marking and assessing of their work, quizzes, practical activities and questioning.

We measure children's progress in learning against national and/or Age-Related Expectations (ARE).

For children who may be working significantly below age-related expectations, your child's class teacher will assess their progress against the Engagement Model, an assessment tool for children who may be working significantly below National Curriculum levels), on a termly basis.

Your child's class teacher and the SENDCo will meet on a termly basis to review the progress your child has made against their outcomes.

If your child is involved in any specific groups or interventions, progress your child makes within these will be monitored and shared with the class teacher.

How will I know what progress my child should be making?

Through evaluation of your child's ILP outcomes.

Through meeting with the class teacher to discuss the progress that your child is making.

How does the school evaluate the effectiveness of their SEN provision?

By formally reviewing children's progress on a termly basis - and ensuring that positive progress is being made towards the achievement of individual outcomes and targets.

By ensuring that children are engaged in their learning.

By verbal feedback from the child, the parent, and the teacher.

By evaluation of interventions and the impact these have made on children successfully achieving their outcomes and targets.

By children 'being removed' from the SEN register because of significant progress.

5 How does the school adapt the curriculum and learning environments to support my child's needs?

Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

Planning and teaching will be adapted daily, if needed, to meet your child's learning needs.

Teachers will plan exciting and practical lessons which will encourage and support children to be as actively engaged in their learning as possible.

Children with SEND will have access to the appropriate resources they need to help them make progress. These will be detailed on your child's ILP.

Stamshaw is an accessible school. For children with physical needs, reasonable adjustments will be made.

Teachers will carefully adapt the classroom environment to ensure that the sensory processing needs of individual children are well-supported. Such adaptations and adjustments may include having access to specific equipment (such as wobble cushions and ear defenders) as well as arranging the classroom to ensure that quieter working areas and 'breaks' are readily available.

If necessary, a specialist can be consulted to provide their opinion on how we can best meet a child's needs. Such specialist support can include MABS (Multi agency behaviour support), Speech and Language Therapists, Occupational Therapists, Physiotherapists and the Educational Psychology Service.

6 How will school staff support my child?

Every class teacher is a teacher of SEND – they will oversee, plan and work with each child with SEND in their class to ensure that the appropriate supports are in place and that progress is made.

Your child's class teacher and the SENDCo will work closely together to ensure that any additional supports and/or interventions are put in place.

A teaching assistant will follow the teacher's planning and may run small group or 1:1 sessions, as part of a targeted teaching approach.

Your child may work in a small group led by teaching assistants or teacher, as a targeted teaching approach.

Your child's class teacher will explain to you, any planned interventions or supports for your child during your termly meeting (which could be Parents' Evening).

The SENDCo is also available to discuss any questions or queries you may have in relation to your child's support and provision.

What additional support for learning is available for my child?

In-school support includes:

Outstanding, quality first teaching -

Where your child's class teacher has the highest possible expectations for your child and all pupils in the class.

Where all teaching is based on building on what your child already knows, understands, and can do.

Where teaching is adapted to ensure that your child is fully involved in learning.

In addition to quality first teaching, your child will also have opportunities to -

Access hands-on resources to support with learning.

Engage in positive, relational practice approaches to support with episodes of conflict and aid resolution.

At Stamshaw Junior's, there is also a range of additional support for learning which is available, including access to a range of professional, external agencies. This can include:

- MABS
- Outreach (PCC)
- ND team
- Educational Psychologist
- Speech and Language Therapist
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapy
- Physiotherapy

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

We have a Pastoral Team comprising of a:

- DHT/SENDCo (Designated Safeguarding Lead)
- 2x Pupil Support Workers (ELSA trained; Attendance; DDSL)

We also have access to PCC Educational Psychology Service. The SENDCo works closely with the allocated EP for the school to drive the joint work.

We also have access to the PCC Outreach service.

What provision is available within the school for children with significant and complex special educational needs?

For some pupils, a mainstream school will not be the most appropriate setting to ensure their very significant and complex needs are met in the long-term.

Following consultation with yourself and the educational psychology team, it may be decided that a more specialist provision would be better able to provide more appropriate support for your child, and the SENDCo would support you in requesting a placement within a specialist setting. This is usually for pupils with an EHCP and will happen through the annual review process.

8 What training have the staff supporting children with Special Educational Needs and Disabilities had?

Training received by staff includes:

Visual Supports
Restorative Conversations
Autism awareness
Positive Behaviour Management
Safeguarding Training
Lego Therapy Training
Attachment Training
Zones of Regulation Training
Sensory Processing Training
Supporting pupils with SEMH needs
Visible and invisible differences
Little Wandle training

This is completed as online training through The National College website as well as face to face

9 How accessible is the school environment?

At Stamshaw Juniors, all children are treated equally and fairly.

Wheelchair Access

Stamshaw Juniors is accessible for wheelchairs. The school is only on ground level.

Accessible toilets within the school can accommodate pupils (and visitors) who may require wheelchairs or alternative mobility aids.

Communicating with parents/carers for whom English is not their first language.

Within Stamshaw Junior, a range of languages are spoken.

Our website can change the language communicated in for all users.

We will 'buy in' additional translation support from an external agency, when necessary, to ensure parents are well-supported during meetings such as annual reviews.

Please see our Accessibility Plan for further information

10 How will my child be included and supported in activities which are accessible to children who do not have SEND?

All children are included in all parts of the school curriculum - and every child is offered the opportunity to participate in activities beyond the classroom - such as PE sessions and school/class trips. We will provide the appropriate level of support to ensure that such access is possible.

Activities off-site are carefully risk assessed to ensure the health and safety of every child and adult involved in these.

On occasions, a risk assessment may highlight that a child will require additional support to access a school trip/visit successfully. Where possible, staffing in school is managed and arranged to accommodate this need, or you will be invited as parents, to join the school trip/visit and support your child.

When such school trips/visits are being planned, you will be notified of these in advance. You are invited to discuss the details of the school trip/visit in greater detail with your child's class teacher and make any contributions to the risk assessment you feel may be necessary to ensure your child with SEN is supported. These contributions will be especially important if your child has a physical or medical need.

11 What support is there in school for my child's overall wellbeing?

What pastoral support is available in the school for children with SEN?

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Your child's class teacher is, therefore, your first point of contact.

If further support is required, the Pastoral Team will be able to offer you further advice and support. This may involve working with other, external agencies such as health and social services, CAMHS and Educational Psychologists.

It may also include a time limited intervention for Emotional Literacy Support (ELSA). These are usually for a half term.

We have two pupil support workers who can work with families to apply for a Family Support Plan or a Targeted Early Help assessment if this is required.

All educational staff have received Zones of Regulation and ACEs training, to ensure a consistent approach to supporting a child's emotional literacy and positive behaviour is embedded throughout school.

Administration of Medicines and Providing of Personal Care

The school has a policy regarding the administration and managing of medicines on the school site. This is available to parents on request.

Parents need to contact the school if medication is recommended by health professionals to be taken during the school day and complete the appropriate paperwork. No medication will be administered without parental consent.

Only staff who are appropriately trained will administer medication to your child.

Children who are on long-term medication or have specific conditions/diagnoses will have a HealthCare Plan. This will be written collaboratively by school, parents, and relevant healthcare professionals.

The school has a policy regarding the management of and support for a child's personal/intimate care needs. This is available to parents on request.

What support is there for behaviour, avoiding exclusions and increasing attendance?

We have high expectations of behaviour at school, with all staff taking responsibility for modelling behaviour and developing strong relationships with pupils and parents/carers.

We reward good behaviour through positive reinforcement, to support children's learning.

Staff are skilled in implementing de-escalation strategies to support a change in behaviour before it escalates.

Emotion support approaches are used by staff to support children to understand, regulate and reflect upon their behaviour.

Throughout the school, the Zones of Regulation approach is embedded, allowing children to develop their emotional regulation skills.

Attendance of every child is monitored daily by the school. Lateness and absence are recorded and reported to the Senior Leadership Team for your child's class. Our school works closely with PCC's (Portsmouth City Council) Attendance Team to promote attendance.

12 How are parents and children involved in the school?

What opportunities are there for regular contact about things that have happened at school?

The school uses Marvellous Me as an online platform and class email addresses for communicating with parents.

Your child's class teacher will provide you with login details.

You are also able to telephone the school office to request a meeting with your child's class teacher, the SENDCo or the Pastoral Support Workers, should you wish to arrange one.

Am I able to come and join in with any events at school?

Of course! There will be a range of activities where you will be invited to come and watch your child.

A lot of the activities in school are recorded on our website.

You may also have the opportunity to take part in a school trip/visit with your child.

How will you explain to me how my child's learning is planned and how I can help to support this?

How and when will I be involved in planning my child's education?

Your child's class teacher will be the main point of contact regarding your child's learning and progress.

They will explain how you can help to support your child's learning outside of school and may provide appropriate resources and activities to support you with this.

If your child has special educational needs, the class teacher will create an ILP (Individual Learning Plan) with appropriate outcomes. These outcomes are reviewed and updated on a termly basis in collaboration with yourself and the SENDCo. The impact of any provision that is in place to support your child will also be discussed with you.

Do you offer any parent events?

Yes we do! These typically centre around -

Coffee mornings for all parents of children with SEN - to support parents to develop a greater understanding of special educational needs, and to develop a supportive network with other parents. Some examples of this have been anxiety session with a member of the mental health support team (MHST) and the EHCP process with the SEND team.

13 How do you consult with children with special educational needs and involve them in decisions about their education?

Children are spoken to daily about their learning and any concerns they may have.

Children with SEN are involved in decisions about their education where appropriate. They will complete (with an adult where required) a 'This is Me!' document recording their views.

Through the process of annual reviews, children's views on all aspects of life and education are gained for us to maximize the outcomes for them.

Such views are gained in a range of ways that are most appropriate to the individual child. A child may choose to join their annual review meeting and verbally contribute to this, or their views may be collated using pieces of work, and the sharing of anecdotes by familiar staff.

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

We provide enhanced transition support for children if transition is likely to prove difficult. These may include staggered start times or shorter days, resources, visual supports, transition booklets (social stories) or additional visits.

We endeavour to normalise the change, such as supporting with uniform changes, routes to the new school.

When children with SEN are preparing to leave us for a new school (either to transition into their secondary school or into a specialist provision), additional visits to these new schools are arranged in conjunction with the receiving schools.

Our 'feeder' secondary schools and specialist schools provide tailored transition programmes to support each individual pupil in the most appropriate way.

We liaise closely with staff when receiving or transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

What preparation will there be for both the school and my child before they join the school?

We will meet with parents, carers, and children before your child starts school.

We will liaise with previous education establishments as well as any professionals working (where possible) with your child to ensure that we have all the relevant information about your child.

We will implement any necessary strategies to ensure a smooth transition for both you and your child.

This could be:

A number of visits by yourself and your child to our school

Visits by us to visit your child in their current setting (if possible)

Photographs of our school and your child's new classroom and staff team in a transition book

How will my child be prepared to move on to the next stage, both within Stanley Grove and beyond?

Stamshaw Junior has a robust transition programme in place to support all children to prepare for their new class at the end of an academic year. Visits to their new classroom are arranged by class teachers, and opportunities for children to join a taught session delivered by their new class teacher will also be arranged.

Transition arrangements will be made to suit your child's needs. If they require a longer transition process or an increased number of visits to their new classroom/new school, this will be accommodated and adjusted/adapted in consultation with yourself.

When your child leaves our school to join another school, there will be transition meetings with ourselves, the new school and you as parents. Your child's new school will be invited to come and meet your child in their current learning environment.

What information will be provided to their new school?

All educational, social care and health records that we have will be transferred to your child's new school.

How will you support a new school to prepare for my child?

A meeting with your child's new school will be arranged. You will also be invited to this meeting. This will be to discuss your child's needs, outcomes, current level of learning and any strategies and interventions in place.

15 What other support and advice services are available for me to access?

Portsmouth School Nursing Service 02392 684545

Portsmouth Local Offer www.portsmouthlocaloffer.org

This website is a collaboration between parents and carers of disabled children, young people and Portsmouth City Council to help you find what is available in the area for those with Special Education Needs or Disabilities (ages 0-25) and how to access a variety of services. These range from health, social care and education to respite, leisure facilities, support groups and the voluntary sector.

The Local Offer has this information in one place so you can make an informed choice on the support your child may need. We have drawn on our experience as parents and our joint passion for improving the lives of those involved in the care of young people in Portsmouth to put this information together in a friendly and easy format.

Parent Portsmouth Voice (PPV) telephone or text 07825 185608 / portsmouthparentvoice@hotmail.com / <http://www.portsmouthparentvoice.org>

PPV is run by parents for parents, is part of the voluntary sector and is supported by the Local Authority and the Department for Education.

Portsmouth SEND Information Advice and Support (Portsmouth SENDIASS) - 02392732542 / info@portsmouthiass.org.uk / <http://www.portsmouthsendiass.info>

A free and independent service for parents and carers of children and young people with special educational needs and/or disability aged 0-25 years. It offers confidential and impartial information and advice about special educational needs and disability (SEND).

Contact a Family www.Cafamily.org.uk - for families with disabled children

SENDDirect www.sendirect.org.uk

SEND Gateway www.sendgateway.org.uk

“ALONE WE CAN DO SO LITTLE, TOGETHER WE CAN DO SO MUCH” HELEN KELLER