

Clanfield Junior School



Special Educational Needs and Disabilities (SEND) Information Report - Information for Parents

Contents

- 1. About Clanfield Junior School.....
- 2. Our School SENDCo.....
- 3. About this document.....
- 4. Identifying children’s needs.....
- 5. Supporting children’s needs in school
- 6. The Graduated Approach to SEN Support at our school.....
- 7. Specialist Services accessed by the school.....
- 8. Supporting children’s wellbeing within school.....
- 9. Support with Transition.....
- 10.Accessibility and Inclusion
- 11.Further support for families
- 12.Procedures for Complaints and Concerns
- 13.Budget and resourcing for SEND

About Clanfield Junior School

Clanfield Junior School is a welcoming and inclusive 2/3 form entry junior school, where every child is encouraged to thrive academically, socially, and emotionally. Our school vision is 'For every child to feel **safe, happy** and grow both **personally** and **academically** through the **strong relationships** within our school community and beyond.

Our school values – **Respect, Responsibility, Resilience and Aspiration** – shape the way we learn together and the way we celebrate each child's unique strengths, allowing all of our children to Be the Best they can Be despite any barriers they may face.

At Clanfield, we understand that **Special Educational Needs and/or Disabilities (SEND)** are not a limitation, but a difference in how some children learn, communicate, or access the world around them. A child has SEND if they require additional support beyond the high-quality, inclusive teaching ordinarily available to all pupils, in order to make expected progress or to participate fully in school life. This may include support for learning, communication, physical or sensory needs, or for social, emotional and mental health.

1. Our School SENDCo

Our SENDCO is Mrs Katie Pinhorne, who can be contacted at the following email address: sencoenquiry@clanfield.hants.sch.uk

2. About this document

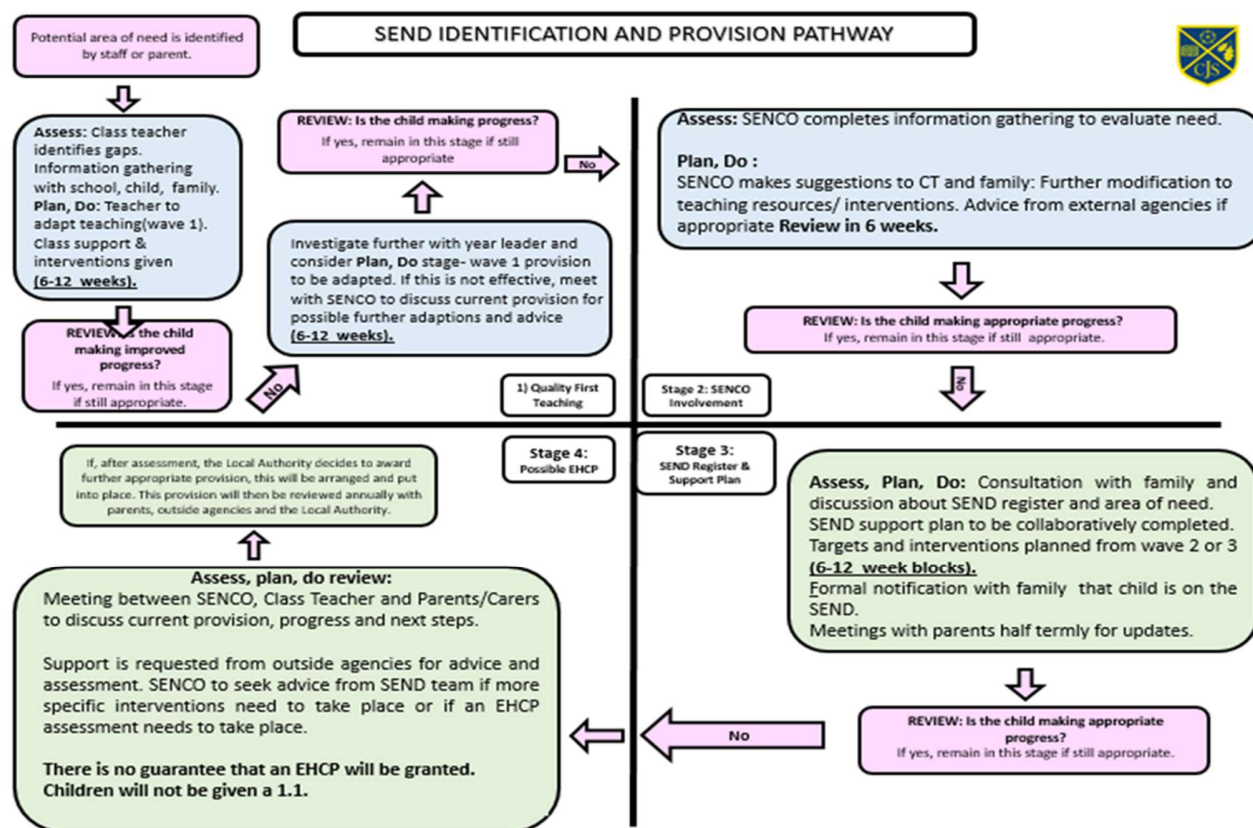
This report explains our approach to identifying and supporting children with SEND. It follows the Department for Education's Special Educational Needs and Disability Code of Practice: 0-25 years (2015) and aligns with Hampshire's SEND Local Offer.

The Hampshire Local Offer helps families find the best support for their child or young person, including education, health, social care, preparation for adulthood, leisure services, and impartial advice.

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page;jsessionid=39621EE649F05B02ACE8FB488F24C953?familychannel=6>

3. Identifying children's needs

We use the Early Identification Pathway to support staff in recognising emerging needs. This includes teacher observation, classroom strategies, discussion with parents, and referral to the SENDCo where necessary. Our pathway ensures children receive the right support at the right time.



Parents are encouraged to share concerns with class teachers or the SENDCo. We value early and open communication to ensure children's needs are fully understood.

A child may have SEND if they:

- Experience significantly greater difficulty in learning than peers of the same age.
- Have a disability or sensory impairment that hinders access to education.
- Face social, emotional, or mental health challenges that impact their ability to learn.

4. Supporting children's needs in school

All teachers are teachers of children with SEND. Class teachers plan and deliver inclusive lessons, supported by teaching assistants which aim to meet the needs of all children within their class. Where a child is not making the expected progress or is struggling in school, teachers are guided to reflect on whether pupils' emotional and learning needs are being met, whether relationships are secure, and whether pupils feel they belong.

This ensures provision within school is precise and responsive, with SENCo advice and external consultations available as needed – the available provisions are summarized below.



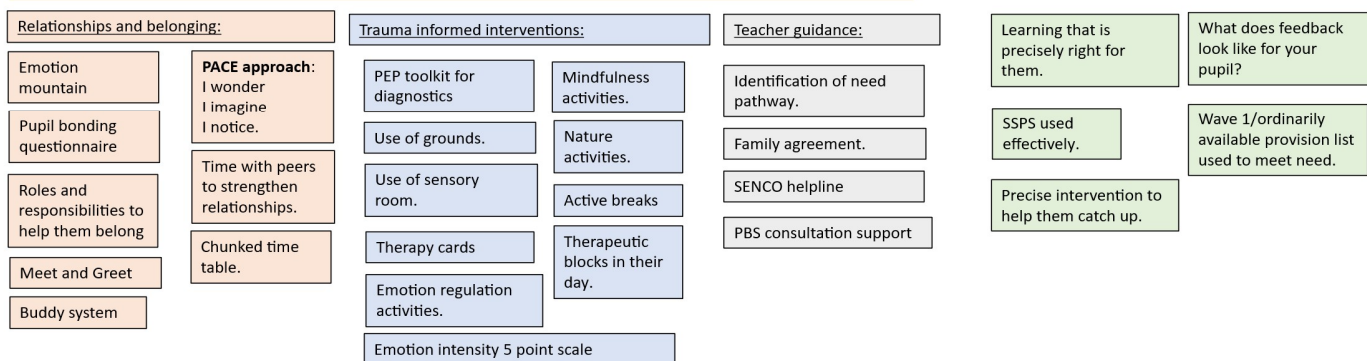
Responding to Pupil Need Pathway 1: classroom provision

Pupil

At the heart of all our
decision making.

Are their **emotional needs** being met? Do you understand what the pupil is finding difficult? Are you viewed as a trusted adult? Do they have secure **relationships** with their peers? DO THEY FEEL THEY **BELONG**?

Are their **learning needs** being met?



The document above summarises the available provisions within school which are utilized in the following Graduated approach. There are three levels to this approach.

5. The Graduated Approach to SEND.

1. Ordinarily Available Provision

The everyday high-quality inclusive teaching and reasonable adjustments available to all pupils in the classroom. These strategies include:

Cognition and learning wave 1	Communication and Interaction wave 1	Sensory and physical wave 1	Social and emotional wave 1
Adapted curriculum planning Pitched questioning Modelling of skills High expectations Success criteria 1:1 and group reading Guided writing Visual dictionaries Word mats Vocabulary mapping Word shark reading and spelling ICT to support learning Writing frames Numicon Learning displays Challenge tasks Support from Teaching Assistant Different learning styles are adopted Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) Specific Learning Disorders e.g. Dyslexia (SpLD) Next steps in marking(www) All children's progress and attainment is assessed and tracked throughout the year	Differentiated curriculum planning Modelled speech/language Modelled Interaction Targeted questioning Talking partners Group work Whole class circle time Class visual aids and prompts Visual timetables Key words/word banks Drama activities Sequencing activities Additional processing time Simplified Language A range of questions used so children develop and give better answers Opportunities for individual, pair, group or whole class working Regular communication through informal and formal meetings, parent's evening Class and special assemblies Role <u>play</u> and Drama	Differentiated curriculum planning Adaptions to the classroom (when appropriate) Fine motor skill activities such as: peg boards, putty, cutting etc. Additional movement breaks School building is accessible for all Classrooms have <u>age appropriate</u> furniture and environments Visual prompts, pictures and ICT used appropriately to aid learning High quality resources are readily available, organised to enable independence Seating plans or group tables are used Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning Outdoor learning opportunities	Differentiated curriculum planning Whole school behaviour policy School & class rules PSHE planned lessons using SEAL Whole school assemblies Class circle time Talking partners Class visual timetable Golden time Visual reward systems House point system Time out Timers & stress relievers Emotion/social resources Positive touch praise and high expectations Whole class behaviour charts e.g. house points, conduct points certificates Class Monitors, School council Fiddle objects CJS tracking chart

Where a child is still not making expected progress despite the above provisions, the SENCo will be consulted and make suggestions for additional provisions to be put in place, or adaptations to the existing provision. At this point the class teacher will also contact parents to discuss the child's learning and provision

After a period of review (6-12weeks), the teacher will judge whether the child is now making the progress expected. If this is still not the case, the SENDCo will consult with the class teacher and the child's parents, and the child may be placed on the SEN Register and thus receive more focused interventions which are 'Additional to or Different from' those accessed by the majority of children – they will then reach the second layer - SEN Support.

2. SEN Support

If your child has fully engaged in repeated cycles of intervention and support but not made progress from their starting point, then more specific assessment may be required to establish the nature and level of need. There are four broad areas of need, and the boxes below show some of the ways through which these can be supported.

Social, Mental and Emotional Health	Children with social, mental and emotional health difficulties may have a wide range of needs. These may stem from, or lead to: • Social isolation or becoming withdrawn • Challenging, disruptive or disturbing behaviours • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self-confidence • Issues with self-image
Sensory and/or Physical	Children with sensory processing needs and/or disabilities may require adaptations or specialist provision to access all the opportunities available to their peers. Sensory and/or physical needs include: • Difficulties with gross and/or fine motor skills • Visual and/or hearing impairment • Complex medical conditions requiring adaptation(s) or specialist provision • Physically disabilities • Sensory needs such as a sensitivity to noise, smell, light, touch or taste • Personal care needs including dressing and toileting
Cognition and Learning	Children with cognition and learning needs may have: • Slower progress than their peers, even with appropriate variation of learning. • Specific learning difficulties that affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and developmental co-ordination disorder (dyspraxia). • Moderate learning difficulties that require support in many aspects of learning.
Communication and Interaction	Children with speech, language and communication needs may have: • Difficulty in communicating with others • Difficulty with speech • Autism or autistic traits • Developmental language disorder

2a. SEN Support Plans

When a child is placed on the SEN Register, the class teacher, along with the SENDCo will generate a SEND Support Plan (SSP). This contains the following:

- **Pupil Profile:** Includes the child's strengths, interests, and areas of need.
- **Targets:** Clear, measurable targets for the child to work towards.

- **Provision:** Specific strategies, interventions, and resources that will be used to support the child.
- **Specialist interventions:** Support from external services including behavioural support, external therapists, SALT, Physio, School Nurse etc – see external support available later in this document.

Progress is regularly reviewed by class teachers against the specified targets. These targets and the progress made are shared with parents at **termly SEN Support Plan meetings**.

3. Educational Healthcare Plans

An Education, Health and Care Plan (EHCP) is a legal document that outlines the specific educational, health, and social care needs of a child or young person with complex and long-term needs that require more support than is ordinarily available through SEN Support.

It sets out the provision required to meet those needs and the desired outcomes.

An EHCP is not a guarantee of one-to-one support, nor is it a passport to a specialist setting; rather, it is a tool to ensure coordinated, tailored support across services.

To obtain an EHCP, schools must demonstrate that they have followed the graduated approach—assess, plan, do, review—and that despite high-quality, targeted SEN Support, the child's needs remain unmet. This includes providing evidence of interventions, progress tracking, and collaboration with parents and external professionals.

6. Specialist Services and Expertise Accessed by the School

Clanfield Junior School works with a range of external professionals to support children with additional needs. These services include:

- **Occupational Therapists (OT)**
Support children in developing skills for learning, play, and daily activities. Work closely with families and staff to create practical strategies.
- **Speech and Language Therapists (SALT)**
Assess communication needs and provide individual SALT plans. Offer advice and activities for home support.
- **Physiotherapists**
Help children improve mobility, motor skills, and physical access to the curriculum.
- **School Nursing Team**
Provide health advice and support for children and families.
Hampshire Healthy Families
Educational and Behavioural Support
- **Educational Psychologists (EP)**
Accessed via Hampshire EP service. Work with staff and families to assess needs and recommend support strategies.
Hampshire EP Service

- **Primary Behaviour Support (PBS)**
Support for managing challenging behaviour through collaboration with school and families.
PBS Service

Social and Family Support

- **Children's Services**
Work with Social Care to support children and families as needed.
Children's Services Contact

Outreach Support from Specialist Settings

- Riverside Community Special School Outreach
Riverside Outreach
- The Waterloo School Outreach Service
Waterloo Outreach

Specialist Teacher Advisors

A multi-disciplinary team offering expertise in:

- Hearing Impairment
- Visual Impairment
- Physical Disabilities
- Assistive Technologies
- Communication & Interaction

7. Supporting children's wellbeing within school

Our children's wellbeing is central to all that we do within school. To support this, the following provisions are available:

- PSHE curriculum covering relationships, safety, and wellbeing.
- Support from our ELSA (Emotional Literacy Support Assistant).
- Social stories, transition groups, and friendship skills programmes.
- Access to supported lunchtime activities, worry monsters, and reward systems.
- Support from External therapists (Drawing and Talking, Outdoor Therapy)
- Playroom, Outdoor Therapy Space and Therapy Room



8. Support with Transition

Transitions can be a difficult time for all children and especially difficult for those with additional needs.

Transitions include:

- Infant School to Junior School
- Transition from year to year within Junior school
- Junior School to Secondary School

- In year moves into Clanfield Junior School

At Clanfield Junior School, we work hard to support these transitions with a variety of means. Within school, we utilize social stories, transition events and additional time spent with new class teachers to build relationships.

For Transitions across the Key Stage, the SENDCo liaises with other schools, attends transition meetings, and arranges additional visits for children who would benefit from them.

9. Accessibility and Inclusion

At Clanfield Junior School, we are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), are fully included in all aspects of school life. This includes participation in extracurricular activities, enrichment opportunities, and school trips. We make reasonable adjustments to support access, such as providing additional adult support, adapting transport arrangements, or modifying activities to suit individual needs.

Risk assessments are carried out with inclusion in mind, and we work closely with families to ensure that, as far as possible, reasonable adjustments are made so that every child can take part safely and confidently.

Our site includes ramps, lifts, and adapted toilets. Learning spaces are assessed and adapted for children with mobility, visual, or hearing needs.

10. Further support for families

Families can access support through:

- Hampshire SENDIASS (information and advice)
- CAMHS (Child and Adolescent Mental Health Services)
- BRAAIN (support for ADHD/ASD)
- Local support groups signposted through Hampshire's Local Offer

11. Procedures for Complaints and Concerns

Parents are encouraged to raise concerns with the class teacher or SENDCo. If unresolved, the school's Complaints Policy (available on the website and from the office) should be followed.

12. Budget and resourcing for SEND

SEND funding is allocated annually based on a number of factors including:

- Number of children on the SEND Register
- Top-up funding for children with EHCPs

SEND funding is used for staffing, training, and resources to meet identified needs although additional provision may be put in place prior to funding being agreed if a need is identified.