



## School SEN Information Report

SCHOOL NAME	Branksome Heath Junior School		
TYPE OF SCHOOL	Mainstream/Special	Phase Junior 7-11	
ACCESSIBILITY	Fully Wheelchair Accessible	Yes	
	Auditory/Visual enhancements	Yes	
	Other Adaptions:		
CORE OFFER	Are you currently able to deliver the 'core offer' as set out in Poole's Local Offer? (See separate document.)	Yes	
POLICIES	Are the schools policies available on its website for:	SEN	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITY & DIVERSITY	Yes
DISABILITY LEGISLATION	Are you compliant with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?	Yes	

RANGE OF PROVISION	Please indicate what your school has to offer (over and above your core offer) In each of the following areas:		
	<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• The Federation Inclusion Leader holds the NASENCo Masters Level Accreditation</li> <li>• We have a skilled support staff trained to deliver bespoke programmes to ensure individual pupil needs are met, enhancing the fully inclusive Quality First Teaching in the classroom</li> <li>• We have Pastoral Care Workers who work across the federation and are available to have discussions with both parents &amp; pupils to support with Social &amp; Emotional needs.</li> <li>• We work closely with the Educational Psychologist (EP) &amp; other external agencies to ensure clear communication &amp; effective recommendations</li> <li>• We work closely with the Outreach teams (Longspee, Winchelsea &amp; Montecute) to ensure that professional support and advice is available to any staff or pupils who require it.</li> <li>• We work closely with local medical staff including Paediatricians and the School Nursing Team as well as CAMHS</li> <li>• We privately employ the services of an Educational Psychologist, Speech &amp; Language Therapist, Occupational</li> </ul>		

	<p>Therapist and specialist SEN teacher where possible to ensure assessments and support are carried out as quickly as possible for our pupils</p>
	<p><b>Specialist Facilities/Equipment to support SEND</b></p> <ul style="list-style-type: none"> <li>• Specialist equipment &amp; resources are provided when recommendations are made via external agencies and other professionals</li> <li>• A wide range of resources are provided for those pupils who present with difficulties acquiring basic literacy &amp; numeracy skills</li> <li>• The school has a specialist SEN room to ensure pupils can access a more specialised curriculum dependent upon their needs, if this is required on occasions outside of their classroom</li> <li>• The school has a platform stair lift in the Year 5/6 area and a lift in IT/Library block if required</li> <li>• There are 4 wheelchair user toilets situated in key areas around school one of which is equipped to support youngsters with severe mobility difficulties</li> <li>• The school has a specialist evacuation chair for children with complex needs</li> <li>• The school has a specialist room for physiotherapy and occupational therapy</li> <li>• We also have one classroom in each year group equipped with modified display boards to allow for better acoustics in the room. These boards support pupils with auditory difficulties</li> <li>• The school also has allocated quiet areas for pupils including a pastoral care room</li> </ul>
	<p><b>Input from Educational Psychologists/Therapists/Advisory Teachers/other specialist support services</b></p> <p>Occupational Therapists, Physiotherapists and Speech &amp; Language Therapists visit the school to work with individual young people &amp; advise on programmes that we deliver in school. The Hearing Impaired and Visually Impaired Teaching services are involved with individual young people where necessary. Referrals are made by the school to the Community Paediatrician or CAMHS when appropriate &amp; strong links are made with Educational Psychologists from the LA who support us in school each term. In addition to this we employ the services of a private Educational Psychologist and also a private specialist SENISS teacher.</p>
	<p><b>Breakfast and After School Club support</b></p> <p>The breakfast club is run by school staff on a daily basis from 7.40 – 8.40. If a young person with a significant special need wants to attend breakfast club than a meeting will need to be organised between the parents/carer and the SENCO/Deputy Head of School to discuss the way forward. After school provision is organised both by the school and outside providers. Information regarding the special needs policies of these different organisations can be obtained from the school office.</p>

<p>INCLUSION</p>	<p><b>How do you promote inclusion within the school? Including day and residential trips?</b></p> <p>At Branksome Heath Junior School we are fully committed to promoting inclusion of all young people, regardless of their age, ability, disability, gender, race or social background. We believe that the achievements, attitudes and well-being of every young person in the school are of the utmost importance and that each individual young person should have the opportunity to participate fully with their peers in the curriculum and the life of the school without experiencing the feeling of marginalisation. Where possible, at all times, all young people will be encouraged to participate in activities inside or outside the school. We realise that every young person has individual needs and sometimes participating in certain activities could be challenging and cause the young person to be put in unnecessary difficult situations that cause health and safety concerns. Therefore, each young person will be looked at individually and their needs taken into account.</p> <p><b>What proportion of children currently at the school have SEND?</b></p> <ul style="list-style-type: none"> <li>• Currently we have 24% of all our children across the school listed with SEND</li> <li>• At present we have 5 children with an Education Health and Care plan</li> </ul>
<p>PARENT SUPPORT INVOLVEMENT/LIAISON</p>	<p><b>How do you involve/support the parents of children/YP with SEND regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty?</b></p> <p>At Branksome Heath Junior School we know that parents/carers are the greatest source of information about their child. In partnership, we aim to work together at all times, to ensure that our SEND pupils make the best possible progress that they can.</p> <p>All parents/carers are encouraged to contribute to their child's education. This may be through:</p> <ul style="list-style-type: none"> <li>• Discussions with the class teacher</li> <li>• During parents' evenings</li> <li>• During discussions with the SENCO or other professionals</li> <li>• Parents are encouraged to comment on their child's Provision Map with possible suggestions that could be incorporated</li> </ul> <p>If a child has an EHCP or requires targeted school support, a meeting will be offered to come together and plan the action ahead for a set number of weeks. This links in with the graduated approach as recommended in the SEND Code of Practice 2014. A time is given for assessment, planning, doing and then reviewing. This coming together will happen no fewer than 3 times a year and sometimes more often depending on the young person's needs. These meeting points are times for parents/carers to discuss any worries and joys, and for the teacher to share information about progress and to celebrate success.</p>

	<p><b>How will the school prepare children with an SEND to join their next setting/school/college/stage of education or life?</b></p> <p><b>Transition between schools</b></p> <p>Many children are anxious about transition from one school to another. It is our policy to establish good communication and links between schools to enable a smooth transition for all pupils with SEND. This involves;</p> <ul style="list-style-type: none"> <li>• Regular meetings between schools to ensure that the new school is fully aware of the child’s difficulties and needs</li> <li>• Extra visits for the child where appropriate</li> <li>• Sharing of any relevant information, records and data</li> <li>• Social stories to reassure pupils and to minimise anxieties before transition</li> <li>• Class and/or small group use of transition materials produced by educational professionals</li> <li>• Creation of photo albums and visual reminders of student’s new staff and school environment, if required</li> </ul> <p><b>Transition between year groups</b></p> <p>Children with SEND may also experience anxiety in transferring from one year group to another. Some young people with complex needs may experience anxiety in changing classes within the school. Therefore we feel, it is important to reduce this anxiety.</p> <p>This involves;</p> <ul style="list-style-type: none"> <li>• Use of a social story with the child about the transition within the school</li> <li>• Enabling the child to meet his/her new teacher and visit the classrooms</li> <li>• Giving the child opportunities to discuss their anxieties and ask questions</li> <li>• Meeting with parents/carers to discuss their child’s needs and to answer any questions</li> <li>• Transition meetings between year groups to discuss pupils and their individual needs</li> <li>• Transfer day for all the children</li> </ul>
<p>INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE</p>	<p><b>How do you consult with pupils with SEN and involve them in their education, including planning for SEN intervention.</b></p> <p>Prior to a meeting with a parent to have a structured conversation around their child’s needs, time would have been spent with the young person talking about what they like at school and what they find a little more challenging. We want at all times for our learners to have confidence, high self-esteem and resilience in their approach to learning.</p>
<p>EVALUATING SEN PROVISION</p>	<p><b>How do you evaluate the effectiveness of provision made for children and young people with SEN?</b></p> <p>We know that the most effective way to tell if an intervention has been effective is by the amount of progress a child has made when the intervention has come to an end. Our monitoring of pupil progress is rigorous and happens at the end of every half term. These meetings occur with the Class Teachers and Senior Leadership Team in school including the Head of School &amp; Deputy Head of School. Together we look</p>

	<p>at and discuss why and for what reasons a child has not made the expected amount of progress. We then together plan a course of action to ensure progress is made.</p>
SENCO contact details	<p><b>Name of SENCO/Deputy Head of School</b></p> <p>Mrs Susan Rickard</p> <p><b>Contact details:</b> 01202 747966</p>
CONCERNS AND COMPLAINTS	<p><b>How can parents raise concerns or make a complaint about SEN provision?</b></p> <p>We will always listen to parents concerns or worries. The first point of contact should always be your child's class teacher as the teacher knows your child well. If you continue to have concerns please speak with the SENCO/Deputy Head of School, Mrs Rickard. At this point if a parent/carer still continues to feel that their concerns or complaints have not been acted upon then it would be the Head of School, Miss Collinson, whom will need to be contacted via the school office.</p>
OTHER INFORMATION	<p><b>What else do you think parents would like to know about your school?</b></p> <p>Branksome Heath Junior School forms part of the Livingstone Road Primary Federation along with Sylvan Infant School. Our motto is 'Together we can ... learn, laugh, dream, grow'</p> <p>We pride ourselves on being a happy school and aim to provide a curriculum that is exciting and irresistible to learning. We know that every child is an individual and will progress at their own individual rate. We are continually encouraging all our children to be the best that they can be and to aim high. We have high aspirations for all our children.</p> <p>By working in partnership with parents and other professionals, together we can make a difference to your child's education journey.</p>
COMPLETED BY (Name and Position)	<p>Mrs Susan Rickard</p> <p>Federation Inclusion Lead/Deputy Head of School</p>
DATE COMPLETED	September 2018
UPDATE	September 2019