



Shakespeare Junior School

SEN Information Report 2025

At Shakespeare Junior School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. The school seeks to raise achievement and remove barriers to learning. The needs of pupils requiring special education are met primarily through providing a differentiated and appropriately planned, inclusive curriculum within the classroom. Assessment forms an integral part of the planning, teaching and learning process at Shakespeare Junior School. It provides information for teachers to enable them to identify children with Special Education Needs, evaluate their strengths and weaknesses and so plan the next step in their learning. This ensures effective, quality learning through meeting wherever possible, all the needs of children with Special Education Needs both intellectually, socially, emotionally and physically.

Shakespeare Junior School also has a Resourced Provision for children with moderate learning difficulties who have Education, Health and Care Plans. This is a separately funded provision by the Local Authority and caters for up to 10 pupils. The whole school benefits from having such a specialist resourced provision on site since expertise and resources can be shared.

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At Shakespeare Junior School children are identified as having SEN through a variety of ways, usually a combination of some of the following:

- Liaison with previous school
- Child attaining below age expected levels
- Lack of, or slower than expected, progress in a variety of subject areas
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self esteem is affecting attainment
- Liaison with external agencies e.g. physical/ sensory difficulties

If your child is achieving below National expectations for their age this does not necessarily mean that your child has SEN. There will usually be several other factors involved which will be identified by class teachers and/or Parents.

HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to us – contact your child's class teacher about your concerns. This does not need to be at a scheduled Parent's Evening, you can make an appointment to see your child's class teacher at a mutually agreeable time.

HOW WILL SCHOOL SUPPORT MY CHILD AND ENSURE THEY MAKE PROGRESS?

WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is made
- Our SENCo oversees the progress of any child requiring additional support across the school

- There may be a teaching assistant (TA) working with your child either individually or as part of a group. This may take the form of support in class or through the provision of out of class interventions.

HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs.
- Children with SEND will have access to the appropriate resources needed to help them make progress
- The class teacher alongside the SENCO will discuss the child's needs and what support will be appropriate

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- By reviewing children's targets in IEPs/ Personal Plans and ensuring they are being met
- Ensuring the child is making progress academically against national/ age expected levels and the gap is narrowing between them and their peers
- Through children moving off the SEN Register when they have made sufficient progress and no longer considered to have additional needs
- In the event of a child making sufficient progress to no longer be considered as having SEN, future progress will continue to be monitored closely and interventions provided if necessary.

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- Your child may have an Individual Education Plan (IEP) or Personal Plan which will have individual targets. This is discussed with you on a regular basis and parents are given a copy of the plan
- If your child has complex SEND they may be part of an Inclusion Partnership Agreement (IPA) or have an Education, Health and Care Plan (EHCP). This means that a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we measure children's progress in learning against national expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry through to Year 6 using a variety of different methods.
- If your child joins the school partway through the school year then contact will be made with the previous school to ensure accurate tracking of children's levels.

WHAT OTHER KINDS OF SUPPORT ARE AVAILABLE IN THE SCHOOL? WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as health and social services, Specialist Teacher Advisors or the Primary Behaviour Service.
- The school also has an Emotional Literacy Support Assistant (ELSA) who works with vulnerable children during the school day.

- There are staff in the school trained to work with families who are facing challenges through the early help system. This provides support and actions for the school and the family to take to overcome these challenges and prevent further referral to children's services.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines on the school site. This is available to parents.
- Parents need to contact the school if medication is recommended by health professionals to be taken during the school day. Written permission must be given to allow the school to administer any medication.
- On a day to day basis the administrative staff generally oversee the administration of any medicines. Class teachers will be made aware if any child requires medication, how often and at what time.
- As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations in the case of an emergency e.g. the administration of an epipen.
- There are staff at school who are first aid trained.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- If a child has significant behaviour difficulties an Individual Behaviour Management Plan (IBMP) is written to identify the specific issues, put relevant support in place and set targets.
- Attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported to the Headteacher.
- If poor attendance is a persistent issue then parents will be invited in to meet with the Headteacher to discuss what support we can offer.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have IEPs or Personal Plans discuss their progress and their targets with their class teacher or TA
- If your child has an EHCP their views will be sought before any review meetings.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEN HAD OR ARE CURRENTLY HAVING?

- We have 1 member of staff trained as an ELSA who receives regular support from the Educational Psychology Service.
- All of our TAs have received training in delivering intervention programmes and training from Primary Behaviour Service in order to deliver behaviour management strategies.
- All staff have received training on safeguarding and child protection. This is renewed in line with Hampshire County Council requirements.
- All teachers have Level 1 Team Teach training and 2 teachers have Level 2.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENCo is fully qualified and accredited
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Primary Behaviour Service, Health services including: GPs, school nurse, clinical psychologist, paediatricians, speech and language therapists, occupational and physio therapists; Social Services including: locality teams, social workers; Educational psychologists and specialist advisory teachers.
- Our Resourced Provision for Moderate Learning Difficulties is led by a team of trained, specialist staff who are experienced in meeting the needs of children with complex profiles.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- Staff will usually carry out a pre visit in order to assess the access and suitability of the site
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.
- Dependant on need, a Parent may be invited to accompany their child on the school trip to provide additional support to the child.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENCO reports to the Governors regularly to inform them about the progress of children with SEN; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN and meets regularly with the SENCO. They also report to the Governors to keep all informed.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school site is wheelchair accessible. The school is all on one level with ramps available for use at specified fire exits.
- We liaise with EMTAS (Ethnic Minority and Traveller Achievement Service) who assist us in supporting our families with English as an additional language.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting.
- We can write social stories with children if transition is likely to prove difficult
- When children with SEND are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. Most 'feeder' secondary schools run programmes specifically tailored to aid transition for the more vulnerable pupils
- We liaise closely with the staff when receiving and transferring children to and from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an IPA, statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the school office to arrange to meet the Head teacher who will discuss how the school could meet your child's needs.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet our SENCO or the Headteacher
- Contact Hampshire SENDIASS: <https://www.hampshiresendiass.co.uk/>.
- Contact IPSEA (Independent Provider of Special Education Advice) – www.ipsea.org.uk