



Mayhill Junior School SEND Information Report 2023-2024

Do you have a child with Special Educational Needs or are you not sure and think that you might need additional help and support for your child? This report is written to help you find key contact information and also to tell you about our approach to provision for our pupils with Special Educational Needs.

Key Contact Information

Headteacher	Mrs Sarah McGillivray
SENCO	Mrs. Tanya Hall (working days: Monday to Thursday)
Telephone	01256702973
Hampshire Local Offer	https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page <i>Here you can find advice on a range of SEN services within Hampshire.</i>
Hampshire SENDIASS	www.hampshiresendiass.co.uk <i>Here you can find confidential and free advice on a range of SEN issues.</i>

Information and Guidance

How do I raise concerns if I need to?	<ul style="list-style-type: none"> Talk to us – firstly contact your child's class teacher or our SENCo, Mrs Tanya Hall (working days: Monday to Thursday). Call school on 01256 702973. They will then be able to assist you in contacting any other professionals should the need arise. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they can do the same with us.
How does the school identify SEN needs?	<p>At Mayhill Junior School children are identified as having SEN through a variety of ways including the following:</p> <ul style="list-style-type: none"> Liaison with Infant school/previous school Child performing below age expected levels Concerns raised by Parent Concerns raised by teacher, for example behaviour or self-esteem is affecting performance Liaison with external agencies Health diagnosis through paediatrician

Support within School

What kinds of SEN do you provide for?	<p>The range of needs that we plan and provide for are:</p> <ul style="list-style-type: none"> Communication and interaction Cognition and learning Social, emotional and mental health difficulties Sensory and physical needs
Who will oversee, plan, work with my child and how often?	<ul style="list-style-type: none"> The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. We follow the PLAN, ASSESS, DO, REVIEW cycle.

	<ul style="list-style-type: none"> • Teacher's have support from the SENCo and other professionals should they need additional provisions to ensure progress is made. • A Learning Support Assistant (LSA) may also work with your child either individually or as part of a group. This support will be discussed with parents. • Our SENCo oversees all provision in school and progress of any child requiring additional support.
What is the schools teaching approach to SEN pupils?	<ul style="list-style-type: none"> • Through quality first, inclusive teaching we promote that all pupils learn within their classroom environment and that the curriculum is adapted to ensure all pupils can access learning and make accelerated progress from their starting points. • We endeavour to make 'reasonable adjustments' based on an individual's needs. Extra provision that is 'additional to and different from' others within the class will be organised for individual children through interventions or extra resourcing.
What opportunities will there be for me to discuss my child's progress?	<p>If your child is on the SEND Support register, they will have an Individual Learning Plan (ILP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of the ILP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets.</p> <ul style="list-style-type: none"> • You are welcome at any time, to make an appointment to meet with either the class teacher or SENCo and discuss how your child is progressing. We can also offer advice and practical ways in which you can support your child at home. • We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
How does the school know how well my child is doing?	<ul style="list-style-type: none"> • 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 including National Curriculum levels, Reading, Spelling and Maths assessments, SATs, NFER assessments and Teacher assessment. • Children who are not making expected progress are picked up through Pupil Progress meetings. In this meeting, a discussion takes place concerning why individual children are experiencing difficulties or barriers to their learning and what further support can be given to them.

<p>What pastoral, medical and social support are available in the school?</p>	<ul style="list-style-type: none"> • We are an inclusive school; we welcome and celebrate diversity. All staff believe that positive self-esteem is crucial to a child's well-being. • The class teacher and learning support assistant have overall responsibility for the pastoral, medical and social care of every child in their class. If further support is required, they will liaise with the SENCo and where appropriate external agencies/professionals. • At Mayhill we have an ELSA (Emotional Literacy Support Assistant) called Miss Hicks who works with vulnerable children and parents. This support can be requested through your class teacher or our SENCo by completing a referral form. • At Mayhill we have Canine Assisted Learning (CAL) Monday to Wednesday. Angus our CAL Dog is fully qualified as is his trainer Mrs Mandy Kettle.
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • The Class Teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate. • Different children will require different levels of support to bridge the gap to achieve age expected levels. We encourage on-going discussions with parents, and they are welcome to contribute information to their child's ILP.
<p>How do we know that the support my child has had, has made an impact?</p>	<ul style="list-style-type: none"> • By reviewing children's targets on ILPs and ensuring they are being met. • Your child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels. • Verbal feedback from the teacher, parent, and pupil. • Some children may move off the SEND Support register when they have 'caught up' or made sufficient progress
<p>Do you work with other professionals?</p>	<ul style="list-style-type: none"> • As a school we work closely with external agencies in partnership with families when relevant to individual children's needs including but not exclusive to: - Primary Behaviour Services, GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; Educational Psychologists and Hampshire County council SEN team.

<p>How will the school prepare and support my child when joining the school and transferring to a new school?</p>	<ul style="list-style-type: none"> • We encourage all new children to visit the school prior to starting. For children with SEND we can accommodate further visits to assist with the familiarisation of new surroundings and prepare transition photos and welcome booklets to support their transition. • For pupils moving to other schools, typically to go to Secondary education, we arrange additional visits. At our 'feeder' secondary school, Robert Mays, they run a programme specifically tailored to aid transition for the more vulnerable pupils. • We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
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Additionally, the following agencies can be contacted by parent and the school for information and support:

- IPSEA (Independent Parental Special Educational Advice): www.ipsea.org.uk.
- The National Autistic Society Hampshire Branch: <http://www.shantsnas.org.uk/>
- Hampshire Dyslexia: <http://www.hantsda.org.uk/>
- Hampshire Child and Adolescent Mental Health Service: <https://hampshirecamhs.nhs.uk/>
- I Can the children's communication charity: <https://ican.org.uk/>
- Hampshire Gateway Card, giving children and young people with SEND opportunities in the local area: <http://www3.hants.gov.uk/gatewaycard>
- Hampshire Inspectorate and Advisory Service Communication and Language Team: <http://www3.hants.gov.uk/childrens-services/specialneeds/teacheradvisers/communication-and-language.htm>
- Hampshire Educational Psychology Service, which includes an advice phone line and bookable consultations for parents/carers and school staff: <http://www3.hants.gov.uk/servicesforschools/education-psychology.htm>
- Speech and Language Therapy Service: [http://www.hampshirehospitals.nhs.uk/our-services/a-zdepartments-and-specialities/s/speech-and-language-therapy-\(paediatric\).aspx](http://www.hampshirehospitals.nhs.uk/our-services/a-zdepartments-and-specialities/s/speech-and-language-therapy-(paediatric).aspx)
- Hampshire Ethnic Minority And Travellers Advisory Service: <http://www3.hants.gov.uk/education/emptas.htm>
- Winchester Young Carers: <http://wycp.org.uk/>
- Winston's Wish, a national charity supporting families that have been bereaved: <http://www.winstonswish.org.uk/>
- SONUS, Hampshire Deaf association: <http://www.sonus.org.uk/>
- NDCS, National Deaf Children's Society: <http://www.ndcs.org.uk/>