

Special Educational Needs Information Report and Policy
MARCHWOOD JUNIOR SCHOOL
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## **Policy Introduction**

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEN code of practice: 0 to 25 years (June 2014)
- The National Curriculum Inclusion Statement
- Hampshire Local Authority (LA) Special Educational Needs Policy and Inclusion Statement local offer
- The Disability Discrimination Act
- Every Child Matters

This SEN Policy will be implemented in accordance with our school aims and needs to be read in conjunction with our:

- Equal Opportunities Policy
- Behaviour Policy
- Teaching and Learning Policy
- Accessibility policy
- Complaints policy
- Hampshire's document on supporting children with medical needs
- Nurture Group Policy
- Safeguarding Policy
- Intimate Care Policy

## **Aims and objectives of this SEN Report and Policy**

The **aims** of our Special Educational Needs and Disability (SEND) Policy and practice in this school are that:

- all teachers are teachers of pupils with special educational needs.
- all children with special educational needs must have their needs addressed and that they secure high levels of social and academic achievement as a result of their support.
- all children with special educational needs are offered the greatest possible access to a broad and balanced education, including the National Curriculum.
- the special educational needs of children will, where possible, be met in our mainstream school setting.
- children's needs are identified as soon as possible so that appropriate support is provided.
- the views of the child and parents are sought and taken into account when making changes to provision.
- we ensure that parents have a vital role to play in supporting their child's education and have a right to be involved in decisions made regarding their child's provision.
- we provide clear information to all stakeholders, which will help inform them regarding SEN identification, provision and support.
- we provide evidence of consultation and involvement of parents and carers in feedback and further development of our provision for all pupils with Special Educational Needs.

The **objectives** of our Special Educational Needs and Disability (SEND) Policy and practice in this school are:

- to identify and provide support for children who have Special Educational Needs and additional needs.
- to meet the requirements as set out in the New SEND Code of practise 2014 and legislation Special Educational Needs and Disability Regulations 2014.
- to operate a “whole pupil, whole school” approach to the management and provision of support for Special Educational Needs and other vulnerable groups.
- to provide support and advice for all staff working with Special Educational Needs children and other vulnerable groups.

### **Roles and Responsibilities**

Key persons responsible for implementing this policy:

- SENCo: Emma Ford
- SEN Governor: Sophie Collins
- Head Teacher: Daniel Hoskins

The key responsibilities of the role of **SENCo** are:

- Overseeing the day-to-day operation of the school’s SEN Policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing Learning Support Assistants
- Overseeing the records of all children with special educational needs
- Supporting class teachers in liaising with parents of children with special educational needs
- Liaising with external agencies including the LA’s support and educational psychology services, health and social services, and voluntary bodies
- Contributing to the in-service training of staff
- Ensure compliancy with legal requirements and timescales for children with EHCPs
- Oversee ELSA provision
- Oversee Nurture provision

We currently have a team of 19 Learning Support Assistants (LSAs) with a range of expertise. We also have 3 qualified Emotional Literacy Support Assistants (ELSAs), one LSA trained in CBT and 2 qualified nurture assistants.

The **Headteacher** will:

- work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- have overall responsibility for the provision and progress of learners with SEND and/or a disability.

The Governing Body has a named **SEND Governor** (Sophie Collins) who acts on behalf of the Governing Body. The SEND governor will:

- be are fully involved in developing and monitoring the school’s SEN policy.
- request evaluation and progress from the SENCo and other key staff.

- monitor the quality and effectiveness of SEND provision within the school and update the governing body on this.
- be up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.
- ensure SEN provision is an integral part of the school's development plan.
- ensure the quality of SEN provision is continually monitored.
- provide support and challenge to the SLT.
- act on any local authority SEN monitoring reports.

### **Definition of child with SEND**

A child has a Special Educational Need or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

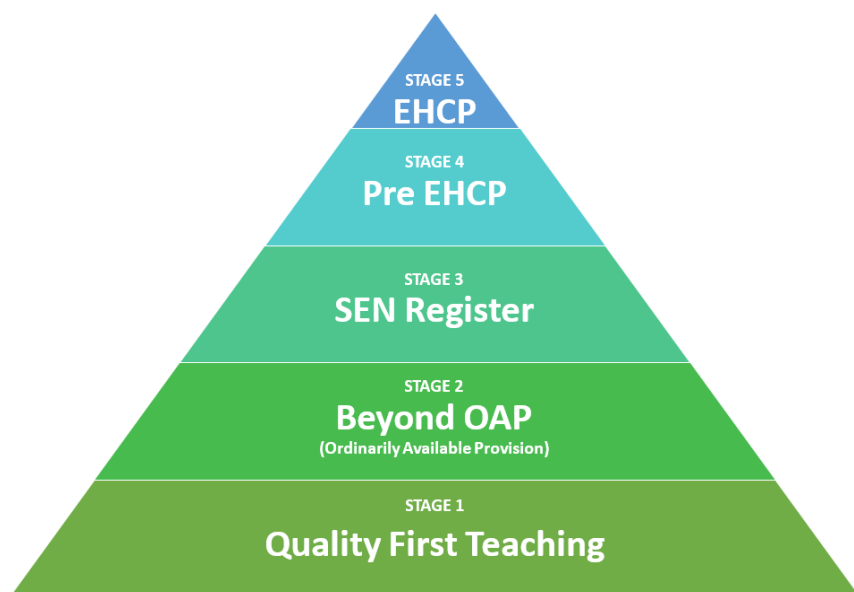
They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## SEN pathways at MJS (Identification, assessment and evaluation of pupils with SEND)

At MJS we have developed a SEN pathway to explain the different levels of SEN support which we offer. The diagram below shows 5 levels of support.



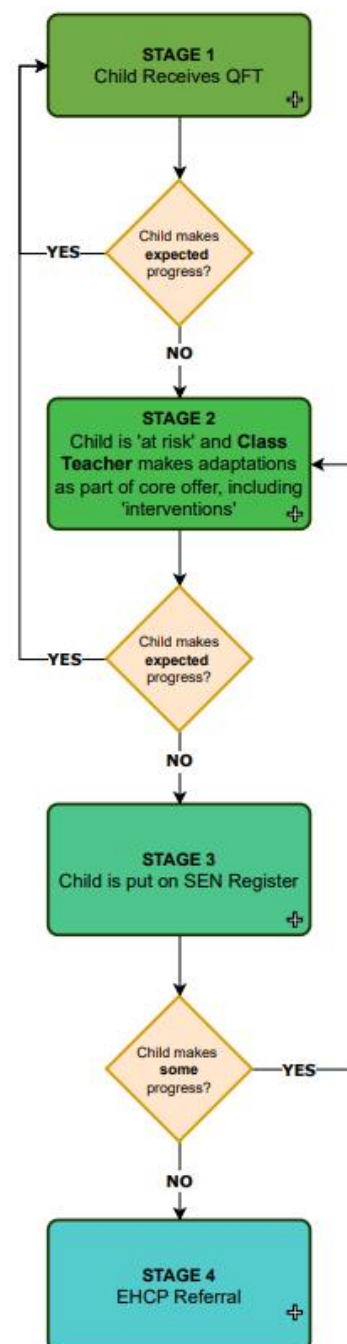
**Stage 1:** Pupil receives quality first teaching through ordinarily available provision.

**Stage 2:** If a pupil is not meeting age related expectations within stage 1 over the course of two data cycles, that pupil will receive further adaptations which are beyond Ordinarily Available Provision. This will include adapted, targeted teaching and may include out of class interventions.

**Stage 3:** If a pupil does not make progress at stage 2 and gaps persist over time, pupils require increased provision beyond the core offer (stage 1 and 2). Pupil is placed on the SEN register. Pupil passports are created and shared to outline support for the pupil.

**Stage 4:** For those pupils whose needs have not over time and cannot be met with adapted teaching (which is beyond the core offer and SEN notional budget), the SENCO in conjunction with teachers and parent will prepare to make a referral for EHCP.

**Stage 5:** Pupil's needs are managed and met through an EHCP.



## How is progress is monitored?

Children's progress is monitored in a variety of ways including:

- Classroom observation by the SENCo and senior leaders
- Learning walks
- Ongoing assessment of progress made by intervention groups.
- Work sampling
- Scrutiny of planning
- Teacher meetings with the SENCo
- Informal feedback from all staff
- Pupil progress tracking using assessment data (whole-school processes)
- Attendance records and liaison with Education Welfare
- Regular meetings about pupils' progress between the SENCo, teachers and Senior Leadership Team
- Headteacher's report to governors

This close monitoring is key to identifying any special educational needs as we believe that a child's needs should be identified and met as early as possible.

The Assess, Plan, Do Review process as outlined in The New Code Of Practise (2014) is used to identify if a child has a special educational need. The views of the parent and child themselves is an important part of the process.

Our school has a **graduated approach** to the management of children with SEND. We recognise that all teachers are teachers of children with Special Educational Needs and Disabilities (SEND). Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. Teaching staff will make provision within the classroom for children who require additional support. A high standard of quality first teaching is a right of all pupils (stage 1 on our SEN pathway) and this is monitored by the senior leadership team. To further support this the school ensures:

- consistent routines and systems across the whole school;
- regular assessment of children's progress and setting 'next steps' in learning;
- groups changed to reflect children's learning needs for each lesson
- There is a structured classroom environment to support learning.

The school follows the 'Assess, Plan, Do, Review' process for the identification and support of pupils who have special educational needs. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

## **What is the SEN register?**

If a child is identified as having a Special Educational Need (step 2/3), they are placed on the schools' SEND register (stage 3 of our SEN pathway). This register is a document kept at school. It is part of the assessment and decision-making process. It informs both class teachers and senior management that a child has identified educational, emotional or physical needs and ensures that every child has the support that he or she needs. Parents will be kept informed and involved in this process. Parents will also be involved in the creation of a 'pupil passport' which is produced for each child on the SEN register and shared at least twice yearly at formal parents evenings.

## **What is MJS'S approach to teaching children with SEND?**

Teachers are responsible and accountable for the progress and development of all the children in their class. High Quality Teaching is our first step to meeting the needs of children with SEND.

The class teacher supports individual progress by providing tasks that are suitable for each child. He or she is the first point of contact and may draw on others for additional advice. Our SENCo, oversees all support and progress of any child requiring additional support across the school.

Children may receive small group or individual support which is additional to and different from that received by other children. This will be specific, to ensure every child is successful with their learning. The regularity of these sessions will be explained by the class teacher to parents. A Learning Support Assistant will usually deliver this support under the supervision and guidance of the class teacher and SENCo. All of the individual programmes are carefully monitored and evaluated to ensure the support is effective. The SENCo will co-ordinate any support from outside agencies. The class teacher will meet parents on a termly basis (this could be part of a Parent's evening) to review every child's needs, support and progress. Additional meetings may be arranged by either parents or the class teacher and SENCo as required.

We also provide the following additional interventions (beyond high quality classroom teaching):

- Extra phonics, reading and maths sessions to focus on fluencies within these core areas
- Speech and language sessions
- Language Links
- Paired reading and Reading Plus
- Gross motor interventions
- Fine motor interventions
- Sensory circuit style sessions
- Lego and communication sessions

See whole school provision map at the end of this report.

## **How will the curriculum and environment be adapted to my child's needs?**

All work given to pupils is differentiated according to individual need. Assessment for learning (AFL) informs the setting of all work for all children in school to ensure they are engaged in learning that is right for them. This will often result in children working in groups alongside children with similar needs. Sometimes however, it is necessary to provide an individualised curriculum so that every child is able to achieve their full potential every lesson.

For some pupils and their needs it may be beneficial to make adaptations to the environment. These adaptations might include; now and next boards, coloured overlays, adapted writing sheets, offering alternative seating arrangements (e.g. in a quieter area, with a peer buddy or to reduce glare from the windows), reducing visual clutter in the classroom, use of slant boards, visual aids, concrete resources etc.

### **How will both school and I know how well my child is doing and how will school help me to support my child's learning?**

Our school assesses the children's learning needs constantly in order to inform us of each child's next steps in learning. Assessment data is collected and analysed regularly by class teachers and the senior leadership team. This is reported to parents in parent evenings and an annual report. Parents are encouraged to speak to class teachers regarding their child's learning as an ongoing process. Informal opportunities are available regularly to discuss individual issues and appointments are able to be made for more complex issues. We have an open-door policy for parents.

### **What is the current additional/SEN provision at MJS?**

Our school currently provides additional and/or different provision for a range of needs including:

- Communication and interaction for example Autism Spectrum Disorder, speech and language difficulties
- Cognition and learning for example dyslexia
- Social and emotional and mental health for example Attention Deficit Hyperactivity Disorder
- Sensory and/or physical for example hearing impairment, visual impairment, processing difficulties and cerebral palsy

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

Specialist advice and expertise in relation to the assessment and support of individual children will be commissioned by the school, accessing, as far as possible, services available as part of the Local Offer.

We work in partnership with other agencies to support children as needed. We have support from/access to the following external supports:

- Educational psychologist
- NHS link occupational therapist and physio
- NHS link speech and language therapist
- Specialist teacher advisors for visually impaired, hearing impaired, assistive technology, speech and language and physical disabilities
- School nurse and diabetes nurse
- Social workers
- Specialist school outreach – Forest Park
- Behaviour outreach support - PBS
- Ethnic Minority Achievement Service
- Early Help Hub
- CAMHs (Child and Adolescent Mental Health)



Any additional equipment or facilities recommended by specialist services to support our children will be secured by the SENCo (with the agreement of head teacher or governing body when applicable) to ensure pupils are adequately supported.

### **What training are the staff supporting children and young people with SEN had or are having?**

In accordance with Section 6 of the SEN Code of Practice (2014), our Special Educational Needs Coordinator will be a qualified teacher working at our school. The current SENCo, Emma Ford, has achieved the SENCO accreditation. And she can be contacted on 02380 863105.

The school promotes regular in-service training for all staff to learn about the most recent strategies, developments, requirements and legislation. All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school improvement plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the performance management process.

The SENCo routinely carries out an audit of training needs once a year to inform SLT of training needs throughout the school. This training can be undertaken out of school as well as in school. As part of the school's commitment to our children and staff, regular CPD is carried out to ensure they can provide the best support to our children. All teaching assistants carrying out individual work with children have been trained on that specific programme. We access training to support all the needs we have in school to ensure we are all able to support children effectively.

### **How physically accessible is the school?**

The school can be accessible by a wheelchair with modifications to the route round school. There is a disabled toilet which is fully wheelchair accessible. We work in partnership with occupational therapists specialist teachers for visual impairment and physical disabilities and physiotherapists to make sure that the physical environment is safe so that children can access their learning. We also seek support for families where necessary. In the school car park, there is a marked disabled parking bay. In addition to this, all classrooms' environments can and are adapted to meet the needs of the learners.

### **How will my child be included in activities outside the classroom including school trips?**

All children are given the same opportunities in school and there are not barriers to children with SEND enjoying the same activities as others in our school. All our pupils are encouraged to participate in extracurricular activities such as afterschool clubs, residential trips, school productions, sports days. No child is ever excluded from taking part due to their SEND.

Regarding trips, as part of the planning, we may consult with parents and discuss the objectives and logistics of a particular trips and how we will make it suitable for all pupils to attend. We consult with the adults who work at the site of the visit to plan for a child's successful visit and we make a pre-visit to check the site. It may be that we advise you to make a pre-visit with your child if we feel this is beneficial for the child. Should your child have any physical needs we may also seek advice from the relevant support agencies. We carry out rigorous individual risk assessment plans and the ratio of adults to children is in line with that advised by Hampshire County Council. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities covering the same curriculum areas are provided in school with parental agreement.

## **What support will there be for my child's overall wellbeing?**

At MJS, we take every child's emotional well-being seriously. Wellbeing is a factor which can impact on a child's progress and attainment and therefore is very important to us. The class teacher has overall responsibility for the pastoral, emotional and social care of every child in their class, therefore this would be the parents' first point of contact.

For pupils with SEND, we provide support to improve their emotional and social wellbeing development in the following ways:

- Children with SEND are encouraged to be part of the school in all ways including but not exhaustively school council, representing school in sports competitions and being peer mentors.
- We have a zero tolerance to bullying and peer on peer abuse
- We provide support for children in many ways including through ELSA (see below), a peer mentoring system, Rockets lunch club, in class circle time and added provision.

For further support please note;

**Pastoral Care:** For children who have toileting needs and require additional support, specific staff, who have received training from medical professionals, will ensure the needs of each child are met. This training is delivered with the consent and knowledge of parents.

**ELSA:** Emotional Literacy Support is available to children who need additional support to manage or express their emotions. Our SENCo co-ordinates these sessions in consultation with parents, class teacher and Emotional Literacy Support Assistants (ELSAs.)

**Nurture Group:** When there is need, children identified with attachment or specific social emotional needs issues are identified using the Boxall Profile and their individual needs are met within a small group 'nurturing' environment for three afternoon sessions each week. Our Nurture Lead, Mrs Ford, co-ordinates these sessions in consultation with parents, class teacher and Nurture Group leaders. We are also lucky enough to have Woody, the pat dog, regularly visit the school and work with some of our children.

**Behaviour:** Behaviour is not considered to be a category of SEN, however it can be a barrier to children's learning. As a school we emphasise a positive approach to behaviour management and believe that investigating the underlying response or communication need when a child exhibits any concerning behaviour. Where required, Individual Behaviour Support Plans are drawn up in partnership with the SENCo, class teacher, child and parents which are personalised to provide appropriate support and to reduce the risk of exclusion.

**Medical:** We have a comprehensive 'Administration of Medicines' Policy that clearly states how the school can support the child's medical needs. All teachers have a schools first aid training qualification. In addition to this we have a member of full time staff who holds the First Aid at Work, an MSA who holds the Emergency First Aid at Work, and a sports coach who holds a Sports First Aid qualification. Children with medical needs have a medical care plan which is shared with staff and updated annually or sooner if there is a change in circumstances.

**Attendance:** Attendance is closely monitored as attendance is vital for children's achievement and attainment. An attendance report is sent home to every parent termly. Parents of children with poor attendance are communicated to via an attendance letter and may also be invited in to discuss ways in which the school can support parents with their child's attendance. The SENCo and ELSA, where

necessary engage with Emotionally Based School Avoidance (EBSA) work and strategies together with pupils to help understand and overcome any barriers to attendance. Good attendance is rewarded – children are given termly attendance certificates.

### **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?**

When a child joins Marchwood Junior School, there is an established programme of transition and activities to introduce them to our school. This will include a whole day pre-visit to the school, two afternoons of transitional activities and individual child pre-visits if this is going to be beneficial to the individual child concerned. There is then an invitation to attend an open evening in school when parents will meet new class teachers and key members of staff in school. In addition to this class teachers, SENCo, English and Maths leaders will meet with infant school colleagues to ensure that all relevant details about the children are transferred.

If a child already has complex SEND needs then discussions with parents start when they accept a place. If other professionals are involved, they will meet to discuss a child's needs and provision in the school to ensure that we meet their needs.

Often, when a child has complex special educational need or disability, they will have a TPA (Transition Partnership Agreement) which ensures that during a transition (change of placement) all stakeholders work together to ensure the best interests of the child are maintained. This will often include additional meetings planned in for everyone working with that child prior to them starting at our school.

As each child progresses through the school and changes classes and class teachers, there will be discussions between teachers to ensure a smooth and happy transition. This will include any appropriate information regarding data, specific support programmes or any physical or emotional needs. Transition for a child may include visits to the new class and/ or additional time with key adults leading up to transition. Social stories may also be used where appropriate.

When a child leaves our school, the SENCo contacts the receiving school to ensure a smooth transition between schools. Any information concerning a child's education will be sent to the new school. If a child has more complex needs it may be that SENCos of both Marchwood Junior School and the receiving school write a TPA (Transition Partnership Agreement). This document includes all the child's needs and provision that the receiving school needs to be aware of. This document is written with full knowledge and involvement of parents.

### **Who can I contact for further information about SEN?**

Should you wish to visit Marchwood Junior School, please ring the office on 02380 863105. You are welcome to visit us, tour the school and have an informal chat with adults in the school. Should you wish to follow up this visit, you can ring the office to book an appointment with the Head teacher, Deputy Heads or the SENCo to discuss any concerns you may have.

If you are already a parent of a child in school, then the first person you need to contact is the class teacher who is available regularly before and after school. The class teacher is supported by the SENCo in determining the support required.

## **What should I do if I think my child has special educational needs?**

If you have concerns about your child's needs talk to their class teacher, SENCo (Mrs Emma Ford – [eford@marchwoodjun.co.uk](mailto:eford@marchwoodjun.co.uk)), Headteacher (Mr Dan Hoskins- [dhoskins@marchwoodjun.co.uk](mailto:dhoskins@marchwoodjun.co.uk)) or other professional adults within the school. We pride ourselves on building positive relationships with parents and strive to build and maintain honest and open relationships with all members of our school community.

## **How are parents involved in the school? How can I be involved?**

At Marchwood Junior School we have an annual parent's survey and we ask for parental feedback for the annual written report.

Parents are welcomed into school as helpers for reading, school trips or helping in class. They can also share their children's work more informally at ACE (adult and child evaluation) time.

Each half term there is a 'cuppa and chat' morning where our Mental Health and Wellbeing Lead, SENCo and ELSA are available to chat informally over a cup of tea about any issues or concerns you might have. These sessions often begin with a focus session e.g. SEN linked or mental health linked with external speakers to offer support and information.

Parents can be very involved in their child's school life if they choose to be. Homework is set to promote and support learning but also serves as a valuable communication tool between home and school. We also plan for a return to coffee mornings (following their suspension since COVID) to enable parents to have easy informal access to members of staff including the SENCo, wellbeing officer and ELSA.

There is a friendly and very effective PTA who meet regularly to plan and carry out fund raising events for the school. They welcome new members. In addition, should a vacancy occur, parents may wish to stand for election to the schools governing body, as a parent governor.

## **Support services for pupils with SEND and useful websites:**

- [www.ipsea.org.uk](http://www.ipsea.org.uk) – A useful site for free, legally based Special Education advice
- [www.autism.org.uk](http://www.autism.org.uk) – The National Autistic Society website, the main UK charity for supporting people with ASD and their families (contains lots of useful advice and resources)
- [www.attentionautism.com](http://www.attentionautism.com) – For more information on Attention Autism and how you can support your child to develop attention and turn-taking skills
- [www.widgit.com/resources](http://www.widgit.com/resources) - Symbol resources for different topics and areas of life, including resources for fire safety and about visiting the doctors/dentists
- [www.special-needs-kids.co.uk](http://www.special-needs-kids.co.uk) – An information directory for parents and carers
- [www.iasnetwork.co.uk](http://www.iasnetwork.co.uk) – Advice and support for parents of children with SEN
- [www.autismuk.com](http://www.autismuk.com) – Lots of information on ASD
- [www.downs-syndrome.org.uk](http://www.downs-syndrome.org.uk) – Advice and support, including booklets to help with independent toileting, sleeping and managing behaviour
- [www.autismspeaks.org](http://www.autismspeaks.org) – A comprehensive site, with a useful resource library
- [www.oneplaceforspecialneeds.com/main/library\\_social\\_stories.html](http://www.oneplaceforspecialneeds.com/main/library_social_stories.html) - A really useful set of social stories to share with children, covering topics ranging from coping with a new baby in the family to getting a haircut to making friends. The National Autistic Society website also provides guidance on writing your own personalised social stories

### **What steps should I take if I have a concern about the school's SEND provision?**

We hope that you will be happy with the SEND provision. Further information can be obtained from:

Further information on the Hampshire Local Offer:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Support for parents

Hampshire SENDIASS: <https://www.hampshiresendiass.co.uk/>.

IPSEA (Independent Parental Special Education Advice) [www.ipsea.org.uk](http://www.ipsea.org.uk)

The complaints policy can be found on the school website. Alternatively please ask the office for a copy.

The school follows the procedure laid down in the Special educational needs and disability code of practice: 0-25 years (11.69) relating to the treatment of complaints from parents of pupils with special educational needs.

## Provision Map 2023-2024:

**This table shows the additional provision offered to those MJS learners (that meet criteria) beyond that of quality first teaching in the classroom. The objective/specific intent and impact of these additional interventions is recorded and evaluated on individual pupil's Pupil Passports, PPP plans and intervention plans and records.**

<b>Intervention</b>	<b>EHCP or open for any pupil to access</b>	<b>Staff: child ratio</b>	<b>Frequency</b>	<b>Year group of pupils</b>	<b>Expected outcome (broad)</b>
1-1 LSA support This support is as defined on individual pupils EHCP final drafts. Teachers are given a copy and summary of the EHCP prior to the child joining them in their class and are supported by the SENCo to deliver provision.	EHCP	1:1	As per individual children's EHCP documentation.	Year 3, 4, 5 and 6.	Children, year on year, will make progress towards their end of key stage outcomes as defined in section E.
1-1 Support at breaktime	EHCP	1:1	Daily 10:30-10:45	5 pupils	To deliver outcomes for pupil's EHCP and to ensure wellbeing at playtime.
1-1 Support at lunchtime	EHCP	1:1	Daily 12:10-1:10	7 pupils	To deliver outcomes for pupil's EHCP and to ensure wellbeing at playtime.
Small group teaching	Pupils with an assessed need and EHCP	As needed	As needed Most commonly in core learning: phonics, guided reading, maths, literacy and Daily Maths Meeting	Year 3, 4, 5 and 6.	Children make progress and close gaps identified by informal day to day assessment and AFL.
ELSA There are three trained ELSAs at MJS which have a weekly timetable of children and sessions to complete. ELSA support is given for a range of reasons including: emotions teaching, bereavement, anxiety, behaviour etc	Pupils with an assessed need and EHCP	1:1		Year 3, 4, 5 and 6.	Identified pupil's emotional needs are met as per their individualised plan.
ELSA social and emotional skills groups For some pupils it is appropriate for ELSA sessions to be completed as a group e.g. teaching social skills.	Pupils with an assessed need and EHCP	1: Up to 4		Year 3, 4, 5 and 6.	Pupils will make progress according to their ELSA baseline assessment.
Little Wandle phonics (Phase 1-5) For pupils in year 3/4 there is a program of phonics groups which operate 5 days a week for 30 mins teaching groups of children at specific Little Wandle phonics abilities. They have a mix of sound reading, word reading, word writing and reading phonically matched stories.	Pupils with an assessed need and EHCP	1: up to 10	4 x week 9:00-9:30 30 mins	Year 3 and Year 4 mixed as per phonics assessment	Pupils will make progress with the RWI assessment (completed termly) and will progress with their reading fluency.
Little Wandle (beyond phase 5) For pupils in year 5/6 who have already completed a phonics trajectory but have not yet embedded their knowledge and are meeting threshold (SS88), the English Lead (MH), facilitates and runs a revision and catch up program.	Pupils with an assessed need and EHCP	1: up to 6		Year 5 and Year 6 mixed as per phonics assessment	Pupils will make progress with their reading assessment (completed termly) showing progress in reading fluency and comprehension.
Reading Plus Reading Plus provides an integrated reading intervention program for learners. The program includes an adaptive assessment, personalised instruction and practise, and easily	Pupils with an assessed need and EHCP	1: up to 10		Year 5 and Year 6 mixed as per phonics assessment	Reading plus is designed to rapidly accelerate reading proficiency growth in readers

accessible resources.					and close the achievement gap.
Daily Maths Meeting DMM aims to close learner's mathematical skills gaps which are identified using their end of year maths results (anyone who scores SS 88 or less) in conjunction with maths conferencing which is completed 1-1 and identifies gaps in children's learning focusing on number. From these conferences, objectives and plans are made to meet these needs during small group teaching.	Pupils with an assessed need and EHCP	1: up to 5	4 x week 25 minutes	Year 3, 4, 5 and 6.	Children will close mathematical gaps with their peers which will enable them to access an age-appropriate maths curriculum. Their 'maths age' will increase and their maths conferencing will show reduced gaps of knowledge.
1-1 reading LSAs listen to children read either their book band book or chosen library book. Focus is on both decoding and comprehension.	Pupils with an assessed need and EHCP	1:1	10/15 mins as dictated by individual PPP plans, EHCP or class teacher.	Year 3, 4, 5 and 6.	Pupils will embed the use of their phonics and develop their fluency and comprehension for reading.
Language Links Language Links assesses pupil's needs and identifies planned and resourced programs, which LSAs deliver in small group sessions to meet the language skills needs.	Pupils with an assessed need and EHCP	1:up to 6	Once or twice weekly depending on group for 8 sessions per unit.	Year 5 and Year 6 mixed as per phonics assessment	Children will make progress in the following skills: communication, participation, self-regulation and active involvement.
SAL therapy sessions-Dedicated LSA We have one dedicated LSA who has 4 hours per week timetabled for SAL sessions. The sessions are primarily for children with EHCP SAL outcomes or those with a NHS program, which needs additional input beyond classroom intervention.	Pupils with an assessed need and EHCP	1:1 or 1:2	Once or twice weekly 15 - 30 mins sessions	Year 4, 5 and 6	Children will make personal progress based on their assessed baseline or program identified as per EHCP. Outcomes are reviewed during the annual review/EHCP process but are informally reviewed each term or more frequently if needed.
SAL therapy sessions-General LSA For some pupils with an EHCP and a SAL outcome, their classroom or 1-1 LSA will deliver a SAL program on a daily basis using assessment and programs provided by Speaking Space (commissioned external provider 2023-24)	Pupils with an assessed need and EHCP	1-1 or 1-2	3-5 sessions weekly Half termly assessments	Year 3,4,5	Children will make progress based on the baseline set in October and subsequent programs and support from SS will show progression of skill.
Lunch Bunch	Pupils with an assessed need and EHCP	1: up to 10	Offered every lunchtime	Year 3, 4, 5 and 6.	To deliver outcomes for pupil's EHCP and to ensure wellbeing at playtime.
Rocket Reward This group provides reward time for those children who have a points system linked to a daily reward. The sessions begins with all children together discussing the day, their achievements and what has happened. This provides both a time of reflection but also helping children	Pupils with an assessed need (Individual Behaviour Support Plan) and EHCP	1: up to 6	Monday – Thursday 3:00-3:30	Year 3, 4, 5 and 6.	Pupils who need a behaviour system beyond that of the general behaviour chart can feel successful and are rewarded

with their social skills of listening, turn taking and asking questions. Children are then allowed their reward time and can choose from a game either with an adult, a group activity or an independent activity. Any children requiring sanctions are able to complete their minutes of reflection time and discuss any issues with an adult before choosing.					based on individualised behaviour plans.
<p>Communication Skills Intervention</p> <p>These sessions are run by a dedicated LSA and have a termly focus and include units on: team work and turn taking, lego sessions, recognising emotions, successful communication and friendship.</p>	Pupils with an assessed need and EHCP	1:4	Weekly	Year 3/4 group Year 5/6 group	<p>Pupils to make progress from their starting point.</p> <p>Pupils have EHCP outcomes for which progress is reported on annually.</p>
<p>Attention and Listening skills intervention</p> <p>These sessions are run by a two LSAs with the focus of developing children's attention and listening skills through engaging activities and games.</p>	Pupils with an assessed need and EHCP	1:5	Weekly	Year 3 group	<p>Pupils to make progress from their starting point.</p> <p>Pupils have EHCP outcomes for which progress is reported on annually.</p>