



Cupernham  
Junior School

# SEND INFORMATION REPORT

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*This policy was updated in January 2025 and has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty.*

## **SEND INFORMATION REPORT**

**Cupernham Junior School** is a mainstream Junior School in Romsey with currently 343 children on roll. We have 13 class teachers, 12 learning support assistants and an Inclusion Support Team consisting of Inclusion Leader, Special Educational Needs Co-ordinator (SENCo), Emotional Literacy Support Assistant (ELSA) and Family Support Co-ordinator. We strive to be an inclusive school; providing a nurturing yet stimulating learning environment in which every child's strengths are recognised and needs catered for through high-quality inclusive teaching.

### **At Cupernham Junior School we believe...**

- All children should be valued regardless of their abilities and behaviours.
- All children are entitled to a broad, balanced and ambitious curriculum, which is matched to meet each individual's needs
- All teachers are teachers of children with special educational needs (DfE/DoH, 2014)
- All children can learn and make progress
- All children will master their key objectives, so that the deeper learning can be recalled over time and learning can be applied in different contexts
- All children should be challenged to achieve their full potential

### **We believe in...**

- Effective assessment, early identification of need and appropriate provision for children with special educational needs and/or disabilities (SEND)
- Effective working partnerships with parents, children, the local authority and other external agencies
- Developing pupils' self-esteem, confidence and independence in preparation for the future

## **WHAT ARE SPECIAL EDUCATIONAL NEEDS OR DISABILITIES?**

### **Definition of Special Educational Needs:**

*A child has SEN if they have a learning difficulty that calls for special educational provision to be made for them. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age (DfE/DoH, 2014).*

### **Definition of disability:**

*A child has a disability if they have a physical or mental impairment that prevents or hinders the child or young person from making use of educational facilities of a kind generally provided for others of the same age (DfE/DoH, 2014).*

### **OUR SCHOOL CAN AND DOES PROVIDE ADDITIONAL AND/OR DIFFERENT PROVISION FOR A RANGE OF NEEDS, INCLUDING:**

- **Communication and Interaction difficulties**, for example;  
Autistic Spectrum Condition (ASC)  
Speech, Language and Communication Needs (SLCN)
- **Cognition and learning difficulties**, for example;  
Moderate Learning Difficulties (MLD)  
Specific Learning Difficulties (SpLD) e.g. Dyslexia, Dyscalculia, Dyspraxia
- **Social, Emotional and Mental Health Difficulties**, for example;  
Attention Deficit Hyperactivity Disorder (ADHD)  
Depression/anxiety
- **Sensory and or Physical Difficulties**, for example;  
Fine Motor/ Gross Motor difficulties  
Hearing Impairments  
Visually Impairments  
Physical impairment e.g. Cerebral Palsy (Hemiplegia)  
Medical problems e.g. toileting difficulties, epilepsy, diabetes

### **HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?**

At Cupernham Junior School children are identified as having SEND through a variety of channels including the following:

- Liaison with infant school/previous school
- Assessment - class teachers will make regular assessments of progress
- Concerns raised by a parent
- Concerns raised by teacher
- Liaison with external agencies i.e. Speech Therapist (SALT), Occupational Therapist (OT), Physiotherapist, Educational Psychologist (E.P.) Primary Behaviour Support Team (PBS), Specialist Teacher Advisors (STA)
- Health diagnosis through paediatrician or Child and Adolescent Mental Health Services (CAMHS)

### **WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?**

#### **WHO WILL EXPLAIN THIS TO ME?**

- Cupernham Junior school offers an open-door policy and teachers are always happy to meet parents to discuss their child's needs and progress.
- Parents are welcome to share their concerns and questions in person or via email.
- The class teacher will meet with parents on a termly basis to discuss a child's needs; the support they receive; the progress they are making and if they are on track to meet the set outcomes.
- Appointments can also be made with the Inclusion Leader Mrs. Francis or SENCo Mrs. Strachan.

### HOW WILL I RAISE ANY CONCERNS I HAVE?

- **Talk to us** - We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.
- **Contact your child's class teacher** through the school office to arrange a convenient time to talk.  
The class teacher will then liaise with the most appropriate member of the Inclusion Support Team, which consists of the Inclusion Leader (Mrs. Laura Francis), SENCo (Mrs. Sharon Strachan), Emotional Literacy Support Assistant/Pastoral (Mrs. Paula Robertson) and the Family Support Co-ordinator (Mrs. Elizabeth Pearce), if any concerns have been raised.
- **Contact the Head teacher** Mr. Simon Frost or **Deputy Head teacher** Mrs. Jade Dearden.

### HOW WILL THE SCHOOL SUPPORT MY CHILD?

#### WHO WILL PLAN AND OVERSEE THE WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher is responsible and accountable for planning work for each child with identified SEND in their class and will use their best endeavors to ensure that progress is made in every area of the curriculum. Class teachers work through an 'assess, plan, do, review' process when identifying potential barriers for children, and will use high quality inclusive teaching as well as their thorough understanding of how pupils learn best in order to help them make progress from their start point. If, despite teachers adapting and reviewing their provision, a pupil does not make adequate progress, then further assessment/investigation, support and monitoring will be done. The pupil's progress will be monitored carefully by class teacher and will begin to liaise with the SENCo.
- If, after discussion with the SENCo, it is decided that a pupil requires some additional provision/intervention, the child may be placed on the SEND register. This is a list of all the pupils requiring provision that is 'additional to or different from' the majority of other pupils of the same age or start point. The SEN register is held by Cupernham Junior School and Hampshire County Council and if a child is to be put onto the SEND register, a discussion will take place between the SENCo/class teacher and parents/carers to ensure a clear understanding of this process. The class teacher will complete a Pupil Profile for these pupils which outlines the child's strengths and barriers; They will set personalised targets for the child on a Personal Learning Plan (PLP). The child's progress will continue to be monitored closely by the class teacher and SENCo. Personal Learning Plans outlining the child's progress towards their targets will be shared with parents three times a year. Where there continues to be concern, the school may consider a referral for statutory assessment. If the local authority are in agreement with the referral then an Education, Health and Care Plan is issued. The plan sets clear educational objectives, alongside any dictated provision.
- There may be a Learning Support Assistant (LSA) working with your child at times either individually or as part of a group if this is seen as necessary by the class teacher. The intervention and regularity of these sessions will be explained to parents when the support starts and reviewed regularly.

- Mrs. Francis is responsible for leading the Inclusion Support Team at Cupernham Junior School. This team also comprises of SENCo Mrs. Strachan, ELSA Mrs. Robertson and Family Support Coordinator Mrs. Pearce. The SENCo, working closely with the Inclusion Leader, oversees the provision for pupils on the SEN register. Each child's progress is monitored closely on a half-termly basis using a range of monitoring tools such as: teacher assessment data; results from standardised tests (e.g. for Reading, Maths and Spelling), evidence in books, observations from school and updates from home.
- Mr. Frost, Mrs. Francis and Mrs. Strachan meet regularly and hold discussions with class teachers and LSAs to ensure that the children on the SEND register are making progress and meeting their outcomes.

### **HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?**

### **WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?**

- All work within class is pitched at an appropriate level with an element of challenge, so that all children are able to access the curriculum. However, this may be individually differentiated or scaffolded further and a personalised plan may be written to ensure progress is made if a child is working significantly behind their peers.
- The benefit of scaffolding is that all children can access a lesson and be independent in their learning, at their level.
- Differentiation may be through the type of resources provided, the expectations set, or through the amount or type of adult support required.
- The teacher plans for all learners in their class. When a child requires a specific group or individual intervention, this may be led by a Learning Support Assistant, but overseen by the teacher.

### **HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?**

- The class teacher, alongside members of the Inclusion Support Team, will discuss the child's needs and what support would be appropriate.
- Individuals will require varying levels of support in order to narrow the gap to achieve age-expected levels and master the key objectives.
- On-going discussions with parents will continue throughout a child's journey through Cupernham Junior School to explain the support and progress of their child.
- Where children qualify for special access arrangements for exams, for example KS2 SATs, these will be applied for and requested as necessary by the Yr6 team leader (e.g. extra time, a reader or a scribe), in liaison with the SENCo.

### **HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEND NEEDS?**

- We ensure that all children who have special educational needs have the appropriate resources to meet their needs.
- We have a team of LSAs who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs or those of individuals.

- The resources are allocated on a needs basis. The teacher has responsibility for planning support for pupils, with oversight and guidance from the Inclusion Support Team. Special educational provision may involve the child working with an LSA or the class teacher in a group or on a 1:1 basis; or through adaptations or reasonable adjustments in the classroom which reduce barriers to learning.
- For pupils with Education, Health and Care plans (EHCPs) the plan sets clear objectives alongside any dictated provision

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

- At Cupernham Junior School, we measure children's progress in learning against National Expectations and Age-Related Expectations (AREs).
- 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 at Year 3 through to Year 6, using a variety of different methods.
- Children who are not making expected progress are picked up through informal meetings between class teacher and LSA, at SEN review meetings with the SENCo, or at formal Pupil Progress meetings with the Head teacher. In these meetings, a discussion takes place to consider why individual children might be experiencing difficulty and what further support can be given to aid their progression.
- If a pupil with SEND has been accessing some provision that is additional to or different from the provision usually provided to the other pupils in the class, the pupil's Personal Learning Plan will be reviewed and updated. When this document is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed and shared with the team and parents, then the intervention will be adapted, broken down into smaller steps or a different approach may be tried to ensure the child does make progress.

### **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?**

- We offer an open-door policy at Cupernham Junior School where you are welcome to make an informal appointment to meet with either the class teacher and/or SENCo to discuss how your child is getting on. We can also offer advice and practical ways that you can help your child at home. Your child's class teacher should be your first point of contact as they know your child best in school.
- 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 SEND needs.
- If your child is on the SEND register, they will have a Pupil Profile summarising their strengths and barriers, as well as Personalised Learning Plan (PLP), which will have individual targets set by the class teacher. This is discussed and shared with parents on a termly basis in review meetings.

- If your child has an Education Health and Care plan (EHC plan), a formal meeting known as an Annual Review will take place with the SENCo, class teacher and other key adults to discuss your child's progress. An Annual Review Report will be written every year and sent to the county SEN team.

### **HOW DO WE KNOW IF INTERVENTION HAS HAD AN IMPACT?**

- At Cupernham Junior School, we are constantly monitoring children's progress. For children on the SEN register, we review children's targets on their Personal Learning Plans approximately half termly and evaluate whether the intervention is having the desired impact.
- Where children are receiving additional support, their attainment will be recorded before both the intervention begins and once it has been completed. This allows your child's progress to be measured over a period of time.
- We can have confidence in the impact of an intervention if the 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.
- Children may move off the SEND Register and onto our 'Monitoring' list, when the attainment gap has narrowed or they have made accelerated progress from their start point, meaning that they no longer require provision that is additional to or different from others of the same age. If a pupil is to be moved off SEN Support this will be discussed with parents. At 'Monitoring' class teachers will continue to monitor progress carefully and will provide opportunities or class-based support to ensure that newly-acquired skills continue to be transferred and embedded in class.
- A key to successful support or intervention is a regular dialogue between child, parent and teacher.

### **WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELLBEING?**

#### **WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?**

- We welcome and celebrate diversity. All staff believe that children having high self-esteem and feeling confident and secure is crucial to a child's well-being and their ability to learn. We have a caring, understanding team looking after all of our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in its class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the Inclusion Team for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Primary Behaviour Support Team (PBS).
- The school also has one ELSA (Emotional Literacy Support Assistant) and a Family Support Coordinator, who work under the direction of the Inclusion Leader and Deputy Head Teacher. They work with children and families during the school day to solve problems and instil self-help skills in order to be ready to learn.

### **HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

- Cupernham Junior School values and celebrates each child being able to express their views on all aspects of school life. One way this is done is through the school council, which has an open forum for any issues or viewpoints to be raised.

- Children who have Education, Health and Care plans, or those on SEN Support discuss their targets with their class teacher and LSA, taking ownership for their learning journeys.
- There is an annual pupil questionnaire, where we actively seek the viewpoints of children - especially concerning being able to speak to an adult if they have a worry.
- Classes have “bubble boxes” where children write down a worry or a concern, which the teacher will respond to at a suitable time.
- If your child has an Education Health and Care plan (EHCP) their views will be sought before any formal review meetings.

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

- As a school we have a positive approach to all types of behaviour with a clear code of conduct that is followed by all staff and pupils.
- If a child is experiencing behavioural difficulties an Individual Behaviour Plan may be written to address specific issues, and relevant support put in place to try to address the need that is being communicated through behaviour.
- As a school we work closely with outside agencies such as the Educational Psychologist and Primary Behaviour Support, who work alongside children, parents and staff to ensure we have the most effective strategies and programmes in place to support all involved.
- After any behaviour incident, we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident occurred and what the child needs to do differently next time to change and improve their behaviour.
- As an inclusive school, we promote empathy and tolerance. We work with a child's peers to develop a greater understanding of difference. Similarly, we encourage all parents to share our inclusive principles.
- Attendance of every child is monitored on a daily basis by the admin office. Lateness and absence are recorded and reported upon to the Head Teacher. Good attendance is actively encouraged throughout the school through the use of positive praise. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

### **HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

- The ground floor of the school site is wheelchair accessible with a disabled toilet large enough to accommodate changing
- The school is on two levels but arrangements will be made to accommodate all children in the building and if stairs are an issue, the child's class will be taught in a downstairs classroom
- There is a disabled parking space in the school car park  
(See the school website for our accessibility policy <http://www.cupernhamjunior.com/>)

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

- All children are entitled to the full school curriculum and we aim for all children to be included on school trips. We will make our best endeavours to provide the necessary support to ensure that this is successful experience.
- 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 that will cover the same curriculum areas will be provided in school.

### **HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?**

- The school has a policy regarding the administration and managing of medicines on the school website.
- Parents need to contact the school office if medication is recommended by health professionals to be taken during the school day and complete a health form.
- On a day-to-day basis, teachers in the classroom, the admin staff, LSAs and lunchtime supervisors oversee the wellbeing of the children. The office staff will administer medicines and first aid in the medical room. In addition to the office staff, all LSAs and the site manager are first aid trained.
- As a staff team we have updates and training (for example from the school nurse) on conditions and medication affecting individual children, such as epilepsy or diabetes, so that staff are able to manage medical situations effectively.

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

- Both our Inclusion Leader and SENCo are qualified and experienced teachers and have passed the National Accreditation for Special Educational Needs Co-ordinators from Winchester University.
- The SENCo regularly attends our local SENCo Network meetings working closely with colleagues in the area.
- As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school, including: - Behaviour Intervention (Primary Behaviour Support); Health including – GPs, School Nurse, Paediatricians, Speech & Language Therapists, Occupational Therapists, Physiotherapists, CAMHs; Social Services including –Local Hub team, Social Workers and Educational Psychologists (EP).
- Other specialist external agencies can also be contacted as and when the need arises.

### **HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?**

- We encourage all new children to visit the school prior to starting, so they can meet their new peers and teacher and be shown around the school. For children with SEND we would encourage further visits to assist with the familiarisation of the new surroundings.
- We write social stories for children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go into secondary education, we arrange additional visits. At our 'feeder' secondary schools, they usually run a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with the SENCos from both Year 2 and Year 7 before receiving or sending children to a new school. All schools ensure all relevant paperwork is passed on and all needs are discussed and understood before the start of term.
- If a child has complex needs then a TPA (Teacher Partnership Agreement) or an Education Health and Care plan (EHCP) review will be used at a transition meeting during which we will invite parents and staff from both schools to attend. Targets will be set by all parties to help ensure the child is happy and secure before the beginning of a new school term.

### **WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?**

- The Inclusion Leader and SENCo attend conferences and regular meetings with Hampshire inspectors and SEND Officers to keep up to date with current initiatives and resources.
- We have one member of staff trained as an ELSA who receives regular support from the Educational Psychologist team.
- All of our LSAs receive training in delivering interventions and supporting high quality teaching. This can take the form of external courses, internal INSET and the weekly LSA meetings where good practice is shared.
- LSAs who work with specific children who have health care needs, have had specific training.

### **HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?**

- The SENCo reports to the SEND Governor termly, to inform them about the progress of children with SEND at Cupernham Junior School; this report does not refer to individual children and confidentiality is maintained at all times.
- The SEND Governor attends update meetings and new policy initiatives from county advisors.
- The Governor will then share the impact and outcomes of interventions and progress of SEND children annually in governors' meetings.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

### **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 Mr. Simon Frost or Inclusion Leader Mrs. Laura Francis, who would willingly discuss how the school could meet your child's needs.
- Look at the SEND policy on our website <http://www.cupernhamjunior.com/>

### **WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- More information can be found in Hampshire County Council's Local Offer <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>
- Independent Parental Special Education Advice ([www.ipsea.org.uk/](http://www.ipsea.org.uk/))
- SEND in Hampshire – SENDIASS. Impartial advice for parents/carers <https://www.hampshiresendiass.co.uk/>

## **PARENT VIEWS**

### Sam's Journey

My child has had excellent support throughout his 4 years at Cupernham School. His class teachers, LSAs, and the SENCo have really taken the time to understand him as a person, what motivates him, his preferred learning style and the appropriate support needed to help him reach his full potential.

He has also been made to feel that his views and concerns matter, and that support can be tailored to meet his specific needs. He has never been made to feel different in any way, which is extremely important to him, as fitting in and being able to work with his friends is extremely important.

My child has flourished at Cupernham Juniors, not only has his working levels really improved, but more importantly so has his confidence and self-belief. I have found all of the teachers and the SENCo to be extremely approachable, willing to listen and work with us to resolve any concerns that we had along the journey. My child has had a very successful and positive time at Cupernham Juniors, he is a very different boy than when he first started and now feels ready for senior school.