



# Connaught Junior School

## SEN Information Report – September 2023

SEN Information Report  
Requirements – see The SEN and  
Disability Regulations 2014

### School Response

<b>1</b>	<b>What kinds of special educational needs are catered for at Connaught Junior School?</b>	<ul style="list-style-type: none"><li>• Connaught Juniors is a mainstream school, which provides support for pupils across the four areas of need as set out in the SEND Code of Practice, 2014:<ul style="list-style-type: none"><li>➢ <i>Communication and interaction</i></li><li>➢ <i>Cognition and learning</i></li><li>➢ <i>Social, emotional and mental health difficulties</i></li><li>➢ <i>Sensory and/or physical needs</i></li></ul></li></ul>
<b>2</b>	<b>How does the school identify and assess children with special educational needs?</b>	<p>Children are identified as having SEN in a number of ways:</p> <ul style="list-style-type: none"><li>• Class teachers or other school adults may raise concerns over a child's progress or need in a particular area; parents also identify their concerns with the class teacher, and can also request a meeting with the Inclusion Leader (Mrs Sweeney-Gillings) if further advice is needed. We also liaise with infant schools when children transfer to us in Year 3, or their previous school if children join Connaught at other times.</li><li>• Initial concerns voiced are recorded as needed. The class teacher and Inclusion Leader will decide on a course of action, and parents will be involved as relevant. This usually includes a period of monitoring to ensure that children are not added to the SEN register unnecessarily. We have a "monitoring" stage to our SEN register, whereby the progress of children who are working just below expected levels for their year group are tracked and monitored carefully by the class teacher, senior staff, and the Inclusion Leader.</li><li>• The school's Inclusion Leader, along with other senior leaders, monitors the progress of all pupils, so that those children who are making slow progress or working at a level significantly below average can be identified. This is done via at least termly reviews of progress and attainment levels of all children in English and maths. Class teachers meet with senior leaders to discuss pupil progress each term, and highlight causes for concern.</li><li>• Connaught follows the guidance of the SEND Code of Practice, 2014, when deciding whether to add a child to the SEN register. Surrey's 'Ordinarily Available Provision' document is also used as a tool to distinguish whether a child's needs/barriers to learning should be catered for in quality first teaching or if their needs are different from or additional to, that of their peers.</li></ul>
<b>3a, b</b>	<b>How does the school assess and review the progress of pupils with SEN, and how does it evaluate the effectiveness of its provision for these pupils?</b>	<ul style="list-style-type: none"><li>• All pupils' progress and levels of attainment are monitored regularly by class teachers and senior leaders, including the Inclusion Leader. In addition, class teachers meet each term with the Inclusion Leader to review the progress and needs of pupils with SEN. This way, as pupils' needs change, the provision we provide can also adapt. This may include changing their level of need, or even removing them from the SEN register.</li><li>• Progress in interventions/through additional support is also monitored via provision mapping. We monitor how well children are progressing through these interventions through impact tracking, and adapt provision in light of what we find.</li><li>• In addition, the school monitors the progress of pupils with statements or Education Health and Care Plans (EHCP) through annual reviews.</li></ul>

		<ul style="list-style-type: none"> <li>Information on your child's progress is shared via termly parents' consultation evenings, and also at the end of year report. Copies of ISPs (individual support plans) showing targeted outcomes and additional provision for children are shared with parents/carers at least twice per year.</li> </ul>
<b>3c, d</b>	<b>What is the school's approach to teaching pupils with special educational needs, and how is the curriculum and learning environment adapted?</b>	<ul style="list-style-type: none"> <li>Connaught is an inclusive school, and we aim to include all children in all aspects of school life. Most importantly, all children at Connaught have an equality of opportunity; we will support them to have an equal opportunity to succeed in school and to fulfil their potential.</li> <li>We aim to offer equality of educational opportunity by offering access to a broad, balanced and relevant curriculum. We respect the fact that children have differing needs and that children will require different strategies for learning and a range of different teaching approaches and experiences.</li> <li>Provision for children with special educational needs is a matter for the school as a whole. We will consider factors such as classroom organisation, teaching materials, teaching style, and differentiation in order to decide how these can be developed so that each child is enabled to learn effectively. Central to the work of every teacher is a continuous cycle of planning, teaching and assessing/reviewing which takes account of the wide range of abilities, aptitudes and interests of all children. Quality first teaching, differentiated as required, is essential for all children, and we aim to meet pupils' needs through this. The majority of children will learn and progress within these arrangements.</li> <li>When needed, additional advice on meeting the needs of children with SEN is sought from outside agencies such as speech and language therapy, educational psychology, occupational therapists, outreach services or other specialist teachers.</li> </ul>
<b>3e</b>	<b>What additional support is available to pupils with special educational needs?</b>	<ul style="list-style-type: none"> <li>We aim for all children to make good progress through high quality first teaching within the classroom. This is differentiated to meet the needs of all learners as much as is possible.</li> <li>Connaught also feels strongly that independence is a key attribute for children to develop in their learning, and so there is expectation that most children work with independence, relevant to their age and needs. If children struggle to be independent we implement activities which promote independence for that individual child.</li> <li>The class teacher works with children across the class at different times in lessons. In addition, Teaching Assistants (TAs) provide in-class support every morning for some children during lessons.</li> <li>Personalised provision is provided, when needed, through small group interventions/support programmes. Sometimes, this support may also be provided on a 1:1 basis.</li> <li>Personalised resources to aid learning may also be provided. For example, prompt sheets/cards to aid learning, positive reward charts, alternative methods of recording.</li> <li>In all cases, the school will look carefully at the needs of the child, and consider what would best meet their needs. The level and type of support a child receives depends on the level and type of need the child has. Children who are placed at the SEN Support level usually receive additional provision (support) through small group support programmes, or in-class support to enable them to reach specific targets and make good progress. This can sometimes include some one-to-one adult support to help them reach specific outcomes. If a child's needs cannot be met at SEN Support, the school may consider whether to apply for an EHCP from the local authority. This relates to only a very small percentage of pupils with severe and complex needs, and parents are always consulted on this.</li> <li>Alongside individual pupil needs, the school considers the range of needs across the year group, so that we provide support for children who have the greatest needs, or whose progress is very slow. This ensures that any</li> </ul>

		<p>additional support is used effectively and efficiently, so that the school provides good 'value for money' from their SEN funding.</p> <ul style="list-style-type: none"> <li>• We also draw upon the expertise of external agencies such as STIPs (specialist teachers for inclusive practice), EPS (educational psychology service) and autism outreach schools to advise us on the most appropriate support to offer individual pupils, where relevant.</li> <li>• The Inclusion Leader monitors the impact of additional support and regularly shares updates with the Inclusion Governor.</li> </ul>
<b>3f</b>	<b>How does the school enable pupils with SEN to engage in the activities of the school together with children without SEN?</b>	<ul style="list-style-type: none"> <li>• At Connaught, we value all children as individuals with a range of abilities, aptitudes and needs. We are committed to inclusion and will make appropriate arrangements for all children to participate as fully as possible in learning, physical, practical and extra-curricular activities. We recognise that inclusion relates to all children having an equal opportunity to education, and conform to legislation set out in the Equality Act, 2010.</li> <li>• Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. Risk assessments are carried out for all off-site visits.</li> <li>• We value and respect diversity in our setting and do our very best to meet the needs of all our learners and community. At present, all pupils and parents are able to fully access the school.</li> <li>• The school building is accessible to wheelchairs via some of our external doors.</li> <li>• Staff supporting children with visual or hearing impairments are trained by a relevant agency.</li> <li>• Children with significant specific medical needs have care plans in place.</li> <li>• We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. The school's admission arrangements are clearly set out in our Admissions Policy, available on our website. We do not discriminate against the children based on their disability when considering admitting them to Connaught Junior School.</li> </ul>
<b>3e</b>	<b>What support is available for improving the emotional, mental and social development of pupils with SEN?</b>	<ul style="list-style-type: none"> <li>• Connaught aims to develop all pupils socially and emotionally, as well as academically. Personal, social and emotional education is integrated into our curriculum, particularly through the Jigsaw PSHE programme. Children are taught school values through assemblies and other events through the year.</li> <li>• Behaviour for learning is developed through the 'Leader in Me: 7 Habits' activities and assemblies. Connaught uses 'one page profiles' as part of the ISPs with our SEN children to enable them to have a voice.</li> <li>• We are a Growth Mindset School as we want to increase the resilience of our children enabling them to succeed now and forever.</li> <li>• The children are taught about Trick Box in the Inclusion Leader's weekly assembly. This is a set of tools/strategies that children can apply independently to support their communication, confidence and self-regulation.</li> <li>• We have some support staff who are trained as ELSAs (Emotional Literacy Support Assistants). These work with targeted children either in small groups or individually to support the development of emotional and social skills.</li> <li>• We have a school dog and two school guinea pigs who have a huge impact on the well-being on our pupils.</li> <li>• Relevant staff are trained to support medical needs and we also write individual care plans for children with specific medical needs.</li> </ul>

		<ul style="list-style-type: none"> <li>• Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff.</li> <li>• We offer a lunchtime club for pupils with specific emotional or social issues who may need additional support during these unstructured times.</li> <li>• We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.</li> <li>• Learner voice is central to our ethos and this encouraged in a variety of ways and regularly. This includes our 'Pupil Parliament', where we have pupil representatives that form Learning, Friendship, Safety and Eco Councils. Selected Year 6 pupils act as mentors for Year 3 pupils. We also appoint Well-being Ambassadors.</li> <li>• We liaise with various external agencies for support when needed and relevant: Inclusion Officer, Occupational Therapy, Educational Psychologist (EP), Speech and Language service, Specialist Teachers for Inclusive Practice (STIPs), Mindworks/CAMHS, and the School Nurse.</li> <li>• We have Designated Safeguarding Leads (DSLs) who liaise with families and Surrey Children's Services when necessary to support the wellbeing of children.</li> </ul>
4	<b>Who is the Special Educational Needs Co-ordinator (SENCo) at Connaught Junior School?</b>	<ul style="list-style-type: none"> <li>• Mrs Sweeney-Gillings (Inclusion Leader) is the school's SENCo. She can be contacted via the school office on 01276 472489, or via email at <a href="mailto:inclusion@cjs.tamat.org.uk">inclusion@cjs.tamat.org.uk</a></li> <li>• Mrs Fiona Torley is the school's link governor for SEND. She can also be contacted via the school office.</li> </ul>
5	<b>What training have the staff supporting children and young people with SEND had, or are having?</b>	<ul style="list-style-type: none"> <li>• The Local Academy Board (LAB) has a responsibility to provide in-service training for staff in relation to SEN. This responsibility is largely delegated to the Headteacher and Senior Leadership Team, including the Inclusion Leader. This involves: <ul style="list-style-type: none"> <li>•Inset sessions to address needs identified in the Strategic Development Plan</li> <li>•Workshops involving external agencies</li> <li>•Peer mentoring/learning from others</li> <li>•Inset for support staff involved with SEN throughout the school</li> <li>•Support staff opportunities to develop specific skills to support pupil learning</li> <li>•Support and induction for newly qualified teachers and new-to-post support staff <ul style="list-style-type: none"> <li>• Regular training is delivered on supporting children with different SEN needs and how to complete provision mapping. Governors have also had training on the Code of Practice.</li> <li>• Individual teachers and support staff are encouraged to attend courses relevant to the current needs of children in their class, and a budget is allocated for training needs. Individual training needs with regards SEN are largely identified through the performance management process in which all staff take part. Some recent SEN-related training courses which focus staff members have completed include Phonics and Autistic Spectrum Difficulties awareness.</li> <li>• Additional specialist advice or training is gained from outside agencies, such as Surrey STIPs (specialist teachers for inclusive practice) or Freemantles/Carwarden (SEN outreach schools).</li> </ul> </li> </ul> </li> </ul>
6	<b>How will equipment and facilities to</b>	<ul style="list-style-type: none"> <li>• Connaught liaises with appropriate agencies to obtain relevant equipment for children with specific needs. Advice on this is also requested when needed.</li> </ul>

	<p><b>support children with SEN be secured? How are the school's resources allocated and matched to children's special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• The school's delegated budget for SEN assists with the employment costs of the support staff and Inclusion Leader. Support and resources for children with statements or EHCPs are in accordance with the individual requirements.</li> <li>• We also use the school's general delegated budget to 'buy back' into certain Local Authority services, which include some relating to SEN. These include access to Educational Psychology and Behaviour Support services.</li> <li>• In addition, an amount is allocated each year for the purchase of resources, based on school strategic planning and individual pupil needs.</li> <li>• The placement of resources and funding is carefully considered in light of the pupils' need, and pupil progress is carefully monitored to ensure that it has an impact. The senior leaders, including the Inclusion Leader, play a crucial role in this, and further resources – including staff time – are allocated based on what is leading to improved learning and outcomes for children.</li> </ul>
<p><b>7</b></p>	<p><b>How are parents involved in the school? How will I know how my child is doing and how will you help me to support my child's learning?</b></p>	<ul style="list-style-type: none"> <li>• Connaught Junior School will always aim to work in partnership with parents and carers. Parents have termly opportunities to gain feedback on their child's progress through consultation evenings or reports. Copies of provision maps will also be shared with parents along with the child's Individual Learning Plan, so that parents can support their child's learning and progress. This is also reinforced by generic updates on the curriculum which we share through our half-termly year group curriculum newsletters.</li> <li>• Parents are always welcome to arrange an additional meeting with the class teacher or other relevant school staff, including the Inclusion Leader, should they need to.</li> <li>• Where outside agencies are involved with a pupil, we will endeavour to involve parents in the liaison with this agency.</li> <li>• Connaught whole-heartedly believes in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations, and we aim to involve parents and carers in all aspects of school life. Alongside parent/carer consultation evenings, parents and carers are also invited into school via a number of events, both formal and informal.</li> <li>• We have an active PTA (Parent Teacher Association), which parents and carers are welcome to get involved in. Parent representatives also form part of The Local Academy Board (LAB), and have an impact on decisions made at a leadership level.</li> <li>• Connaught encourages parents and carers to share their views of the academy in different ways throughout the year e.g. through parent questionnaires.</li> </ul>
<p><b>8</b></p>	<p><b>How does the school consult with children with special educational needs, and involve them in their education?</b></p>	<ul style="list-style-type: none"> <li>• Pupil voice is a key feature of Connaught. Our pupil representatives on our Pupil Parliament include pupils with special educational needs. Furthermore, pupil representatives consult with all pupils within their class for key questions or feedback.</li> <li>• Connaught is a Growth Mindset School, which encourages children to reflect on themselves, what is important to them, and what helps them to learn.</li> <li>• Children who have EHCPs are consulted prior to their annual review, so that their views are listened to and considered.</li> <li>• Teachers work directly with the children on the SEN register to review their ILPs and set new targets. Children also update their 'All About Me' pages which reflect their likes, strengths, challenges and triggers.</li> </ul>

9	<b>Who can I contact for further information? What are the arrangements for complaints from parents of pupils with SEN?</b>	<ul style="list-style-type: none"> <li>• In the first instance, parents and carers are strongly encouraged to speak directly to their child's class teacher. If they have further concerns following this, or would like additional information, they are welcome to make an appointment to see their child's Head of Year, or the school's Inclusion Leader (Mrs Sweeney-Gillings). Parents and carers may also request to speak with the Deputy Headteacher, or the Headteacher.</li> <li>• Further information on SEN, including our full Inclusion and SEND policy, is available via our website at: <a href="http://www.connaughtjuniorschool.co.uk">http://www.connaughtjuniorschool.co.uk</a>.</li> <li>• Should parents/carers have a concern about their child's SEN provision, there are encouraged to follow the school's policy on 'Responding to Parental Concerns', available from the Connaught website.</li> </ul>
10	<b>What specialist services and expertise are available at or accessed by the school?</b>	<ul style="list-style-type: none"> <li>• Our team of Teaching Assistants (TAs) and LSA (Learning Support Assistants) include staff trained in supporting emotional development (ELSAs).</li> <li>• Should support and advice be needed above and beyond that which we can provide within the school, Connaught has access to a number of specialist services which relate to SEN. These include Educational Psychology, Speech and Language and STIPs (specialist teachers for inclusive practice). The school works closely with other support services including the Inclusion Officer, Occupational Therapy, and Speech and Language Therapy. Support and advice is also provided for pupils with English as an Additional Language. We can access support for pupils via a referral process, on which parents are always consulted. We may also access support and training for staff as needed.</li> <li>• The school has good links with the outreach teams at Freemantles School and Carwarden House school who can come into school to offer support and advice regarding children with ASD and other special needs. They have also given training to staff.</li> <li>• The health services are a vital link with the child's home, and can contribute greatly to early identification and practical support for those children who may have SEN. All medical information and reports on children are confidential. We are able to refer if we have concerns which may be addressed by the health service. This is in consultation with parents, and parents may also access health services via their GP.</li> <li>• The school has established links with Surrey Children's Services. The school cooperates with social care if a child is deemed to be 'in need' (Section 2 of the Children's Act) or is at risk of significant harm (although this would not necessarily mean that a child has SEN).</li> </ul>
11	<b>What support services are available for parents of pupils with SEN?</b>	<ul style="list-style-type: none"> <li>• There are a number of organisations which can provide support and advice to parents of children with special educational needs. Surrey Parent Partnership can be contacted via <a href="http://www.surreyparentpartnership.org.uk/">http://www.surreyparentpartnership.org.uk/</a>. Family Voice Surrey can also be contacted at <a href="http://www.familyvoicesurrey.org/">http://www.familyvoicesurrey.org/</a></li> <li>• Information on further local services can be accessed via Surrey's 'Local Offer' search tool, available at <a href="https://www.surreylocaloffer.org.uk">https://www.surreylocaloffer.org.uk</a></li> <li>• The inclusion leader provides training sessions to parents</li> <li>• We have outside agencies visit our school to provide training sessions</li> <li>• The inclusion leader emails our parents with courses available in the county.</li> </ul>
12	<b>How will the school prepare and support my child to join the school,</b>	<ul style="list-style-type: none"> <li>• We have links with local infant schools, where a large number of our pupils come from when they enter Year 3. Information on SEN pupils arriving from other schools or settings is passed onto the Inclusion Leader, and consideration is given to how best ensure a smooth transition to our school. Where possible, relevant school</li> </ul>

	<p><b>transfer to a new school or the next stage of education?</b></p>	<p>staff members are invited to review meetings for vulnerable children due to join Connaught, prior to their arrival with us. We aim to visit all Infant schools that have pupils transferring to us during the Summer term of Year 2.</p> <ul style="list-style-type: none"> <li>• Vulnerable children also are offered extra transition sessions to enable them to ask questions and complete transition booklets.</li> <li>• We also work hard at forming good links with secondary schools that our children move on to. SEN staff and teachers from those schools are passed information and records about our SEN pupils, and are invited in to meet with the child's class teacher and/or the Inclusion Leader. Where possible for our pupils with an EHCP, representatives from the school which the child will be transferring to will be invited to the Year 6 Annual Review. These children are also provided with extra transition sessions.</li> <li>• The Inclusion Leader attends local area SENCo network meetings, which provide further opportunities to network with SENCos from local schools.</li> </ul>
<p><b>13</b></p>	<p><b>Where is the local authority's 'Local Offer' published?</b></p>	<ul style="list-style-type: none"> <li>• Surrey's Local Offer is available from <a href="https://www.surreylocaloffer.org.uk">https://www.surreylocaloffer.org.uk</a> . Here you will find a directory of local services which may support children with special educational needs and/or their parents and carers.</li> </ul>

*This report was compiled with reference to the Children and Family Act 2014, the SEND Code of Practice 2014, and the SEN and Disability Regulations 2014.*