Cove Junior School

Local Offer for Special Educational Needs and Disability (SEND)

Working together to be the best we can be

Statement approved and adopted: March 2026
Review date: March 2027

Interim Headteacher: Mrs Natasha Vass

SENCO: Mrs Michelle Gujer

SEND Governor: Mr C. Bevan

Aims

We believe that:

- All children should be valued, regardless of their abilities and behaviours.
- All children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs.
- All teachers are teachers of children with special educational needs.
- All children can learn and make progress.
- Effective assessment and provision for children with SEND will be secured in partnership with parents, children, the Local Authority and other partners.

Who is responsible for meeting a child's Special Educational Need or Disability (SEND) in school?

Class teachers
Responsible for:

- Checking on the progress of your child and ensuring that all learning opportunities are relevant and appropriate to your child.
- Identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and keeping the SENCo informed.
- Writing Learning Plans on Provision Map for each child's SEN profile, based on SMART (Specific, Achievable, Measurable, Realistic, Time limited) targets, and sharing and reviewing these plans with parents at least once each term.
- Personalised teaching and learning for children who require it.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with additional needs.
- Keeping their classroom AfL grids and Provision Map Profiles updated so that additional adults (e.g. PPA / supply teachers) who have class contact are aware of the provision for a child with SEND.

SENCo:
Responsible for:

- Developing and reviewing the school's SEN policy.
- Coordinating all the support for children with special educational needs and disabilities (SEND).
- Ensuring that you are involved and informed about your child's progress.
- Liaising with all the other people who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

Headteacher:
Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Delegating responsibility for supporting children with SEND to the SENCo and class teachers.
- Ensuring that the Governing Body is kept up to date about issues relating to SEND.

SEN Governor:
Responsible for:

- Ensuring that the necessary support is given for any child with SEND who attends the school.

How will I know how my child is doing and how will you help me to support my child's learning?

Talk to us:

- We offer an open-door policy where you are welcome, at any time, to make an appointment to meet with the class teacher and discuss how your child is getting on. We can offer advice and practical ways to enable you to help 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. We pride ourselves on being open and honest with parents and hope that you are able to be the same with us.
- Individual SMART targets from Learning Plans on Provision Map will be shared via email half-termly when set by the class teacher.
- There will be an opportunity to meet and talk with the class teacher at parents' evenings.
- If a member of staff wishes to discuss a matter with you outside of these meetings, they will ring you for a discussion or to arrange an appointment at a convenient time.
- The school may ring and ask for a joint meeting with another member of staff present (such as the school SENCo / Deputy Headteacher / Headteacher).
- There may be a Pupil Led Review (Person Centred Meeting) where the child decides who to invite and their strengths, difficulties, support and dreams for the future are discussed and recorded.
- If your child has an EHCP (Education and Health Care Plan) there will be a formal meeting, in addition to the above, held annually, where your child's progress will be discussed, and a report will be written.

How does the school know how well my child is doing?

- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress, from entry at Year 3 through to Year 6, using a variety of different methods including in-school test papers, reading and spelling ages as well as teacher assessment.
- Children who are not making expected progress in reading, writing and maths are picked up through Pupil Progress meetings held with the Headteacher, Deputy Headteacher and / or Team Leaders. In these meetings, a discussion takes place concerning why individual children are experiencing difficulty, and what further support can be given to aid their progression.

- Pupils with SEND will also be assessed following a provision programme in order to assess its effectiveness and impact.
- If a child has an additional need, then their targets in their SEN Profile are discussed with the SENCo. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- At the end of Key Stage 2, all children are required to be formally assessed using Statutory Assessment Tests (SATS). The government requires all schools to do this and the results are published nationally.
- The progress of children with an EHCP will be formally reviewed at an Annual Review where parents and all adults involved with the child discuss and review the progress and provision for the child.
- The Senior Leadership team will provide the governors with regular progress updates.

How is extra support allocated to children?

The school budget received from Hampshire County Council includes money for supporting children with SEND.

- The Headteacher decides on the budget for SEND in consultation with the school governors, on the basis of the needs in the school.
- The Headteacher and the SENCo discuss all the information they have about SEND in the school. These discussions will inform decisions regarding which resources, training and support is needed. Resources, training and support are reviewed regularly and changes are made as needed.
- We aim for all classes to have LSA support during morning lessons. Any additional support is allocated to children based on the needs of the children in school.
- Children with an Education, Health and Care Plan (EHCP) will be allocated support based on the allocated hours outlined within the documents.

The SEND Code of Practice: 0 -25 years describes four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

Any child receiving SEND support at Cove Junior will be assessed regularly to ensure that they are achieving their targets and progressing. A graduated response is used and a cycle of Assess – Plan – Do – Review will occur to ensure that the very best outcomes are achieved for all pupils. Where pupil outcomes are not met, and additional support has been put in place, the school may increase the level of SEND support by working with outside agencies such as Educational Psychologists. Together with parents, a decision may also be made to apply for an Education, Health and Care Plan (EHCP).

What are the different types of support available for children with SEND at Cove?

The following types of support may be used to support your child in their learning:

a) Class teacher input, via high quality inclusive classroom teaching (Quality First Teaching) for your child. This would mean:
   - The teacher has the highest possible expectations for your child and all pupils in their class.
   - All teaching is built on what your child already knows - their level of ability, skills and understanding.
   - Class teachers plan personalised lessons according to the specific needs of all groups of children in their class, ensuring that your child's needs are met.
   - Tasks are adapted on a daily basis to meet your child's learning needs.
   - Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve using more practical equipment or learning in a real-life context.
   - Specific resources and strategies are in place that are well-matched to the purpose of the learning.

- Your child's teacher will frequently and carefully check on your child's progress and identify any gaps there may be in understanding or learning.
- Ensuring extra support is given, if necessary, in order to help the pupils, make the best possible progress.

b) Specific group work / Provisions / Additional practical resources
   - Run by a teacher or a trained Learning Support Assistant (LSA).
   - Group work may take place within the classroom, or in a suitable area outside of the classroom.

c) Specialist group or 1-1 work run by outside agencies, e.g. Speech and Language Therapy. These could include:
   - Local Authority central services, such as the Primary Behaviour Support Team
   - Outside agencies such as the Education Psychology Service

There are many ways that your child may be supported within school; these are listed in Appendix 1. The type of support will vary depending on your child's specific needs.

Who else provides support to children with SEND in school?

Directly funded by the school:
- Two trained Emotional Literacy Support Assistants (ELSAs)
- Three Higher Level Teaching Assistants (HLTAs)
- One Elklan trained HLTA to support with SaLT
- Well-trained Learning Support Assistants
- Child and Family Support Officer

Bought in by the school through Service Level Agreements from HCC or provided by Solent Health Service:
- Educational Psychology Service
- Speech and Language Therapy
- Primary Behaviour Support Service
- Occupational Therapy
- Mental Health Support Team (MHST)
- School Nursing (NHS)

How are the teachers in school helped to work with children with SEND and what training do they have?

- The school has a training plan to ensure all staff receive regular training linked to various aspects of high-quality teaching and SEND. This training takes place through staff meetings and INSET training days and includes issues such as managing challenging behaviour, dyslexia and understanding the learning needs of children on the autistic spectrum.
- Staff regularly attend training courses to fill any gaps in expertise or to further their knowledge and skills as a staff. Attendees then feedback their findings to other staff members.
- We have trained ELSAs, who receive regular support from the Educational Psychology Service.
- Other members of staff have had training in various areas such as delivering Speech & Language programmes.
- The SENCo supports class teachers in planning for children with SEND.
- The school buys in extra support from outside agencies, such as the Educational Psychology Service; some of this time is allocated to staff training.

How will the curriculum be matched to my child's needs?

- Class teachers plan personalised lessons according to the specific needs of all groups of children in their class, ensuring that your child's needs are met.
- Tasks are adapted on a daily basis to meet your child's learning needs.

- Specific resources and strategies will be used to support your child individually or in a group. This could include guided group work or additional practical resources for your child to use.

What support is there for my child's overall wellbeing?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that having high self-esteem is crucial to a child's wellbeing. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care needs of every child in their class, therefore they would be a parent's first point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and / or the Behaviour Support Team.
- The school has two ELSA's (Emotional Literacy Support Assistants) who work, under the direction of the SENCo, with vulnerable children during the school day.
- The school has a Child and Family Support Officer, who liaises with the Headteacher and / or SENCo to support children with additional needs within school.
- The school has a policy regarding the administration of medicine on the school site. If health professionals have recommended medication during the school day to manage ADHD or ASC, parents should advise the school office. On a day-to-day basis, the Admin staff oversee the administration of medicine.
- As a staff, we have regular training and updates of conditions and medication affecting individual children (such as anxiety, ASC, ADHD) so that staff are able to support children as appropriate.

What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or concerns you may have and to share information regarding what is working well at home and school so that successful strategies can be put in place.
- The SENCo is available to meet with you to discuss your child's progress or wellbeing. If necessary, the SENCo can advise about outside support agencies that could offer further support for your child's individual needs.
- The school has a Child and Family Support Officer, who liaises with the Headteacher and / or SENCo to support families within the school community.
- All information from outside professionals will be discussed with you by the person involved directly or, where this is not possible, shared in a report.
- SEND Learning Plans will be reviewed with your involvement each term, using Provision Map on-line.
- Homework will be adjusted, as needed, to match your child's needs. Additionally, a lunchtime homework club is offered and can be utilised if homework is a particular area of difficulty.
- Alongside the Reading Record Book a home / school link book may be used to support communication with you.

Please do come in and chat to us – sometimes a listening ear can help.

How accessible is the school environment?

We are an inclusive school who wish for all children to be fully involved with school life, regardless of their needs.

- Our Equalities and Accessibility Plan can be viewed on our school website on the policies and SEND pages: https://www.covejunior.co.uk/our-school/send/
- We liaise with EMTAS (Ethnic Minority and Travellers Achievement Service) who assist us in supporting families with English as an additional language or families with a travelling background.
- The Upper School is fully accessible to children with physical disability. The ground floor of the Lower School is also accessible to those with physical disabilities. We make every reasonable adjustment possible.
- We ensure that equipment used is accessible to all children regardless of their needs.
- We have two accessible toilets

- Extra-curricular activities and after school provision is available to all children, including those with SEND.

How will we support your child when they are leaving this school or moving to another class?

- We recognise that transition can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.
- We endeavour to form excellent links with the feeder infant and secondary schools to ensure that all important information is shared. In addition, we ensure that all children work through a transition programme where they have a chance to discuss the changes that will take place.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a transition / planning meeting will take place with the new teacher.
- All school records are shared with the new teacher.
- Children spend time with their new class teacher, learning about each other and preparing for the future changes.
- If your child would be helped by strategies such as a therapeutic story to support them understanding moving on, then this will be made for them.

If your child is moving to another school:

- We will contact the school SENCo and ensure that they know about any special arrangements that need to be made for your child.
- We will ensure that all records about your child are passed on promptly.

In Year 6:

- The SENCo will liaise with the SENCo of the secondary school to discuss the specific needs of your child.
- Your child will undertake focused learning about aspects of transition to support their understanding of the changes ahead.
- Extra visits are arranged for children who may find transition more challenging. Where possible, your child will visit their new school on several occasions and in most cases, staff from the new school will visit your child in school.
- We are able to offer a specific transition programme, in conjunction with the Primary Behaviour Service, for children who are judged to be vulnerable or require additional support.

Where can I get further information about services for my child?

This SEND information report is provided as part of Hampshire's local offer. The aim of the local offer is to provide information for parents and carers of children and young people with SEND. The local offer outlines the services and facilities that are available in Hampshire.

http://www.hantslocaloffer.info/en/Main_Page

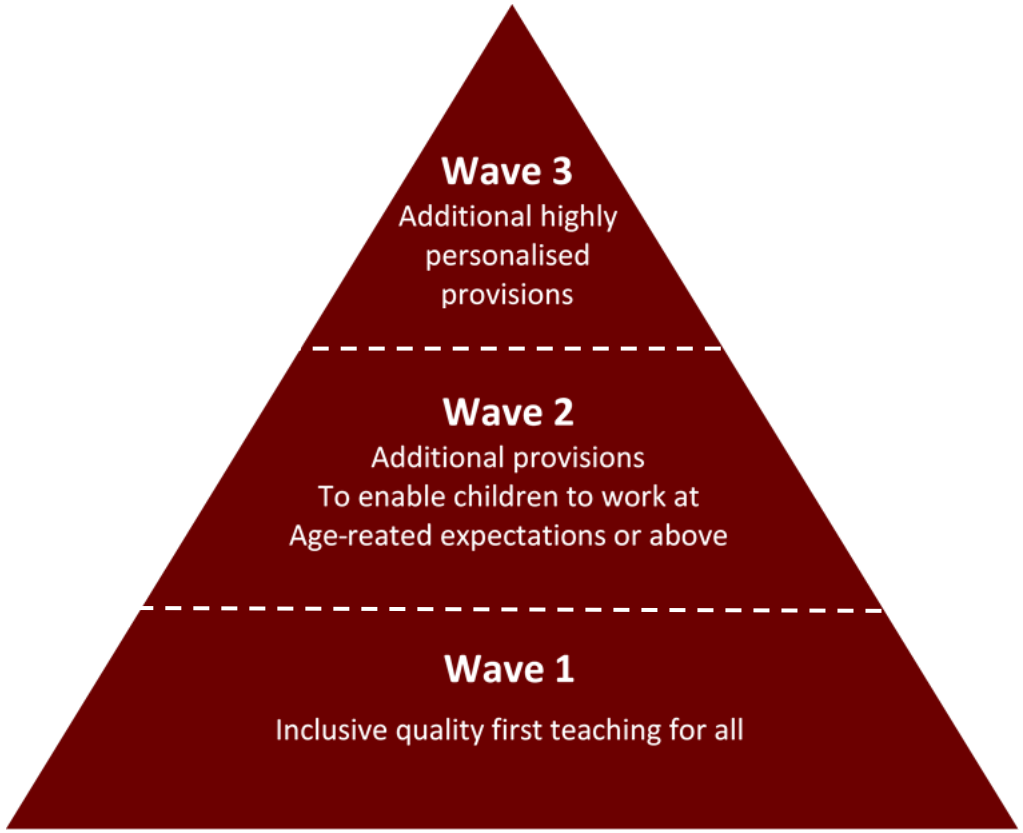
APPENDIX 1

Cove Junior School's Provision Map

At Cove Junior School, we value the abilities and achievements of all pupils, and are committed to providing the best possible learning outcomes for all pupils.

"Inclusion celebrates difference and welcomes diversity, it does not seek to ignore differences or 'make' everyone the same."
Inclusion Alliance

Waves of Provision Model



A graduated approach: All children will be provided with high quality teaching that is personalised to meet the diverse needs of all learners.

Cove Junior School's Provision Map

There are 3 stages known as 'waves' that outline the provision that we provide for our children.

Wave 1	Wave 2	Wave 3
Wave 1 is the effective inclusion of all pupils in quality first everyday personalised teaching. Such teaching will, for example, be based on clear key questions that are shared at the start of a lesson and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.	Wave 2 is a specific, additional and time-limited provision that is provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 provisions are often targeted at a group of children that have similar needs.	Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored provisions to accelerate progress or enable children to achieve their potential. This may include one or more specialist provisions.

Cove Junior School's Provision Map

Each wave is broken down into 4 further categories of provision:

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.	Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.	There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Children and young people with a visual impairment or a hearing impairment may require specialist support and equipment to access their learning. Some children and young people with a physical disability require additional on-going support and equipment to access all the opportunities available to their peers.	Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

Cove Junior School's Provision Map

Cognition and Learning		
Wave 1	**Wave 2**	**Wave 3**
Differentiated curriculum planning Pitched questioning Modelling of skills and writing High expectations Success criteria Group reading Guided writing Word mats ICT to support learning Writing frames Numicon, Place Value Counters, Bead Strings Learning displays, Working Walls Challenge tasks Support from Learning Support Assistants Different learning styles are adopted Strategies for Autistic Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD) Specific Learning Disorders e.g. Dyslexia (SpLD) Feedback marking that shows next steps All children's progress and attainment is assessed and tracked throughout the year Pupil Progress Meetings held to support and maintain progress Learning by Questions (LbQ) to support maths curriculum	SPaG group (Spelling, Punctuation and Grammar) Paired Reading across year groups Small group support for maths, reading and writing in class Rapid Reading Groups IDL Numeracy Phase 3+4+5 phonic skills consolidation during phonic / spelling sessions (Little Wandle) Precision Teaching Pre-teaching of vocabulary & new concepts Language Link Programme and Provisions Microsoft Dictate and Immersive Reader Times Table Rock Stars Learning by Questions (LbQ) to support maths Lunchtime Clubs to support home learning	Intense (1:1) support in core and foundation subjects 1:1 Rapid Reading Dyslexia Screening Support from Educational Psychology (EP) Support from Occupational Therapist (OT) Specialist SaLT from Elklan trained LSA Support from NHS SaLT Support from EMTAS (Ethnic Minority and Traveller Achievement Service) Salford Assessments for reading and comprehension Support from the Hampshire Specialist Teacher Advisory Services and Therapies

Cove Junior School's Provision Map

Communication and Interaction		
Wave 1	**Wave 2**	**Wave 3**
Differentiated curriculum planning Modelled speech/language Modelled Interaction Targeted questioning Talk Partners Group work Whole class PSHE discussions Pupil Voice Assembly Class visual aids and prompts Visual timetables Key words/word banks Drama activities Sequencing activities Additional processing time Simplified Language A range of questions used so children develop and give better answers Opportunities for individual, pair, group or whole class working Regular communication through informal and formal meetings e.g. Parents' Evening Class and special assemblies Role play and drama	Pre-teaching of vocabulary & new concepts Language Link Programme and Provisions Social skills and self-esteem group Lego Talk with LSA Safeguarding Ambassadors to support a nurture group for peers	Individual visual timetables Individual visual communication system Targeted work from Speech and Language therapy (NHS and internal Elklan Trained staff) Targeted work with Primary Behaviour Service (PBS) Targeted support from Emotional Literacy Support Assistants (ELSA) Targeted support from Child and Family Support Officer

Cove Junior School's Provision Map

Sensory and Physical		
Wave 1	**Wave 2**	**Wave 3**
Differentiated curriculum planning Adaptions to the classroom (when appropriate) Fine motor skill activities such as: peg boards, putty, cutting etc. Additional movement breaks Sensory Circuits School building is accessible for all Wheelchair accessible toilet Classrooms have age appropriate furniture and environments Visual prompts, pictures and ICT used appropriately to aid learning High quality resources are readily available, organised to enable independence Lesson organised to accommodate different learning styles - providing time for concentration, discussion, thinking, reflecting and questioning Outdoor learning opportunities	Use of specialist equipment: Pencil grips Triangular pencils Pens with different grips Ergonomic handwriting pens Senso pens (pressure) Coloured overlays Lap weights Sloping boards for desks Fiddle Tools Wobble cushions Sloped cushions Chair bands Small group work to support fine motor skills and gross motor skills Activities to promote gross motor: Balance boards Trim trail Fine motor programmes: Bubble Handwriting Sensory Circuits	Individual work station Social stories Targeted work from Occupational Therapy, Physiotherapy, & School Nursing Team Individual support with self-care where appropriate Targeted work with Primary Behaviour Service (PBS) Targeted support from Child and Family Support Officer Targeted support from ELSA

Cove Junior School's Provision Map

Social, Emotional and Mental Health		
Wave 1	**Wave 2**	**Wave 3**
Differentiated curriculum planning Whole school behaviour policy – rewarded with certificates Mental Health Team (School Staff) School & class rules PSHE planned lessons using 1 Decision Whole school assemblies Talk Partners Class visual timetable (where needed) Enrichment Afternoons Visual reward systems (100 Square) House point system Reading Band Awards Positive Certificates in Celebration Assembly Emotion/social resources e.g. Worry Monster Praise and high expectations for all children Reflection Time Breakfast and After School Clubs Snack Shack Class Librarians, School Council, Upper School Librarians Special Weeks e.g. Anti-Bullying Week, Children's Mental Health Week,	Individual reward system & behaviour logs Additional support at playtime (break time and lunchtime clubs) Transition support Bubble Time during lunchtime Involvement from the Child and Family Support Officer Timers & stress relievers Fiddle Tools Safeguarding Ambassadors to support a nurture group for peers	1:1 Emotional Literacy Programme (ELSA) Individual work station Individual social stories to teach specific social skills Involvement or support from SENCo Targeted work from – Primary Behaviour Support (PBS), CAMHS, Educational Psychology and Mental Health Support Team (MHST) Lunchtime support in the Shared Area Support from school nursing (NHS)