

FAIR OAK JUNIOR SCHOOL

Special Education Information Report



Name of School	Fair Oak Junior School
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Name of Headteacher	Zoe Loosemore (Interim Headteacher)
Signature of Headteacher	<i>Zoe Loosemore</i>
Signature of Chair of Governors	<i>T.Dancer/ R.Holmes</i>

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SEN Information Report – Fair Oak Junior School

At Fair Oak Junior School, we are proud of our inclusive ethos and our commitment to supporting every child to thrive. This SEN Information Report explains how we identify and support children with special educational needs and disabilities (SEND), and how we work in partnership with families.

1. The kinds of SEND we provide for

We support children with a wide range of special educational needs and/or disabilities. These include:

- **Communication and interaction needs** – e.g. speech, language and social communication difficulties, including autism.
- **Cognition and learning needs** – e.g. dyslexia, moderate learning difficulties, or other processing challenges.
- **Social, emotional and mental health needs** – e.g. anxiety, ADHD, attachment difficulties or other emotional regulation challenges.
- **Sensory and/or physical needs** – e.g. visual or hearing impairments, physical disabilities, sensory processing differences.

2. Identifying pupils with SEND

We identify SEND early through a combination of monitoring, assessment, and collaboration with parents and professionals:

- Class teachers track children's day-to-day progress and identify when a child isn't making expected progress.
- Regular assessments (e.g. reading/spelling ages, maths/writing/reading outcomes) help us spot learning gaps.
- If further concerns arise, we use screening tools such as the DEST-J for dyslexia, Boxall Profiles, SDQs, or Basic Number testing to explore needs in more depth.
- We work closely with parents from the start and welcome your insights about your child's strengths and challenges.
- Our SENCo works with class teachers to review concerns and, when appropriate, we may consult external professionals.
- If a child meets Hampshire's criteria for SEND, they may be added to the school's SEND register to ensure their needs are formally recognised and supported.

3. Consulting with pupils and parents

We believe that working in partnership with families is vital. If your child may need extra help:

- We will meet with you to discuss your child's strengths, difficulties, and what outcomes we want to work towards together.
- These discussions are recorded and used to inform a **Pupil Passport** – a short document that outlines your child's needs and how we'll support them in school.
- You'll receive a copy of this passport and be invited to termly reviews to talk about progress and next steps.
- We will always inform you formally if your child is receiving SEND support.

4. What to do if you are concerned

If you think your child may have a special educational need:

- Please talk to your child's class teacher or make an appointment with our SENCo, Laura Cooper. You can do this at any time during the year – not just at parents' evenings.
- Having regular communication between home and school helps us understand your child more fully and ensures consistent support both in school and at home.

5. Assessing and reviewing progress

We follow the **Assess, Plan, Do, Review** cycle for all children with SEND:

- Class teachers and the SENCo analyse your child's progress using observations, assessment data, feedback from staff, your views and the child's voice.
- Together we plan clear, measurable outcomes and decide what support is needed to help meet those goals.
- Support is put in place (e.g. differentiated teaching, small group work, or individual interventions), and we review how things are going at least once a term.
- For children with social, emotional or mental health needs, we may use tools like the Boxall Profile or Thrive assessments to monitor their development.
- Where external professionals are involved (e.g. Speech and Language Therapy), their assessments are also used to track and inform progress.
- Children with an Education, Health and Care Plan (EHCP) have their progress reviewed annually with all key adults involved.

6. Supporting transitions

Moving to a new school or class can be a big change, especially for children with SEND. We support transitions in a number of ways:

- We liaise closely with feeder schools (e.g. Fair Oak Infant School) and receiving secondary schools (e.g. Wyvern College).
- Extra visits can be arranged for children who need more time to feel confident.
- For children with more complex needs, we may write a **Transition Partnership Agreement (TPA)** with you, the new setting and any professionals involved.
- During summer, some children may benefit from additional transition activities or contact (e.g. postcards or summer visits).
- Staff may also visit your child in their current setting to observe them and ensure consistency in support strategies.

7. Our approach to teaching pupils with SEND

All teachers are responsible for meeting the needs of every child in their class:

- We believe in high-quality, inclusive teaching first – this means adapting the way we teach to make learning accessible for everyone.
- Where additional support is needed, pupils may work in small groups or one-to-one with a Learning Support Assistant (LSA).
- Children with EHCPs may have some individual support allocated, but will always be taught by the class teacher and encouraged to develop independence.

- Some children access learning in alternative settings, such as Forest School, which offers a calmer, more hands-on learning environment.

Bespoke support for children with complex SEMH needs

We recognise that some children need a more personalised, flexible approach to feel safe and ready to learn. This may include:

- Initial support and emotional regulation time in our **Ready to Learn Classroom** – a calm and structured space with reduced demands to help children settle.
- Ongoing in-class support, tailored to each child's needs.
- **Individual Behaviour Management Plans (IBMPs)**, co-written with staff and families, outlining triggers and strategies.
- **Response Plans** to ensure consistency in how staff respond to dysregulation.
- Opportunities for outdoor learning, sensory breaks, or emotional 'check-ins' with trusted adults.

Plans are regularly reviewed and updated with families. Our aim is to help children build trust, regulation, and readiness to learn.

8. Adapting the curriculum and learning environment

We make a range of adaptations to ensure all children can access learning:

- Differentiated work and personalised learning objectives
- Use of visual aids, scaffolds, practical materials, or laptops
- Use of talking tins and assistive technology
- Specialist resources where recommended
- Individual targets on Pupil Passports
- One-to-one or small group support
- Pre-teaching or overlearning key concepts and vocabulary

9. External agencies we work with

We work with a wide range of professionals to support children, including:

- Educational Psychologists
- Speech and Language Therapists
- Specialist Advisory Teachers (Hearing, Vision, Physical Disabilities)
- Primary Behaviour Support Team
- CAMHS (Child and Adolescent Mental Health Services)

- Occupational Therapists
- Communication and Language Team (CAL)
- Play Therapist
- EMTAS (Ethnic Minority and Traveller Achievement Service)
- Local specialist outreach services, such as Shepherds Down

Referrals are always discussed with parents and initiated by the SENCo.

10. Training and expertise of staff

- All staff receive regular SEND training, including from educational psychologists and other specialists.
- Training is tailored to current pupil needs – for example, speech and language support, autism, ADHD or emotional regulation strategies.
- Our SENCo (Laura Cooper) holds the **National SENCo Award**.
- Teachers and LSAs are supported by the SENCo to implement high-quality provision.

11. Securing equipment and resources

If a child requires specific equipment or facilities, we use our school SEN budget and, where applicable, EHCP funding. We may also apply for additional local authority funding.

12. Evaluating our SEN provision

We check the effectiveness of our SEN support by:

- Reviewing each pupil's targets and progress termly
- Evaluating the success of interventions
- Seeking feedback from children, staff and parents
- Monitoring provision across the school
- Holding annual reviews for children with EHCPs

13. Complaints Procedure

If you are not happy with the support your child is receiving, please speak to your child's class teacher or the SENCo, Laura Cooper, in the first instance. You can also follow the school's complaints policy, available on our website.

If you would like more information or to speak with our SENCo, please contact the school office on **02380 693195** to arrange a meeting. We are always happy to talk.

14. Further Information and Hampshire's Local Offer

Hampshire County Council provides detailed information about the services and support available for children and young people with SEND in the county through its **Local Offer**.

You can find more information about Hampshire's Local Offer at:

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