



Safe • Happy • Learning

Anton County Junior School

Anton Junior School is two-form entry mainstream school in Andover that offers education for children from 7 to 11 years of age. Our vision is to unleash the full potential in every child, fully embedding the knowledge and skills required for them to grow, develop, succeed and be happy. We are 'Educating the whole child.'

We celebrate the uniqueness and individuality of every child, recognising that some of our children begin their learning with us at different starting points. This is something that we are well equipped to support.

This Information Report has been written alongside parents, Governors and staff and provides you with details about our Special Educational Needs provision. Please click on the links below to find the answers to your questions.

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If you would like further details on any aspects of our school then please contact the school office at adminoffice@anton-jun.hants.sch.uk .

Our School Environment and Resources

At Anton our classrooms are all on one level and are well equipped with Interactive Whiteboards and a wide range of resources to engage pupils in all aspects of their learning.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

The school is allocated a budget for Special Educational Needs and this is carefully spent to provide for all children with any additional needs. However, at Anton we often spend over and above our allocated budget, to ensure that programmes and support can take place to meet the needs of all our pupils.

Across the school including our break out rooms, such as our Big Nurture Room, there are a range of resources which are used across the school with groups or individuals. This includes books and games to support children with social and emotional development, Speech and Language activities and resources and equipment to support gross and fine motor skills. We also have a range of levelled children's books which are engaging but more accessible, for those children who find learning to read more challenging.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- We have a disabled toilet large enough to accommodate changing which is fully accessible with a hoist.
- A large shower room at the front of school.
- Easy to access parking, which can be reserved for those requiring a disabled bay.
- The school environment is wheelchair accessible with no steps and the doors are wide enough to accommodate a wheelchair or frame.
- The school works very closely with specialist advisors for physical, hearing and visual impairments.
- At Anton we have made several adaptations to our environment over the last few years. These have all taken place to support individual pupils who have needed help to access the environment or remove barriers to their learning. These include:

Specialist furniture bought in

Equipment purchased such as specialist wobble cushions, pencils and pencil grips

Individual work spaces organised

Laptop purchased for individual pupil

Large font books bought for individuals

Coloured reading rulers to support children with dyslexia

Coloured exercise books and individual whiteboards to support children with dyslexia

Speech and Language resources to support specific needs

Writing slopes

Tough trays

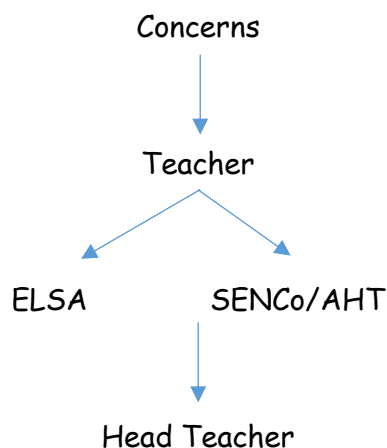
WHAT KINDS OF AREAS OF SEND ARE SUPPORTED AT ANTON JUNIOR SCHOOL?

Anton Junior School has a commitment to inclusive practice, we recognise that children learn at different rates and that there are many factors affecting attainment and progress. At Anton, we aim to identify problems as early as possible, and provide teaching and learning contexts that enable each child to achieve their full potential. We regularly track pupils' progress and where there is evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we would provide additional support in class or use specific interventions to target areas in which they are struggling.

HOW DO I SEEK SUPPORT, IF I BELIEVE MY CHILD MAY HAVE SEND?

At Anton we have an open door policy and believe it is very important to work with parents to address any concerns that home or school may have about a child. Parents are welcome to arrange a parent meeting with the relevant member of staff and all worries are listened to and responded to in an appropriate way.

If your child currently attends Anton Junior School then please follow the points of contact diagram below.



There are many responses to concerns raised by parents but some actions that may be taken include:

- Concerns monitored by class teacher and class room strategies/actions put into place.
- Informal observation by SENCo.
- Internal assessments/checklists completed.
- ELSA sessions arranged to support the child with social/emotional difficulties.
- External referral made to outside agency.

Ongoing communication with parents will be maintained to ensure parents are provided with feedback.

We encourage visits to our school when making your decision about the most suitable school for your child so that you can look around our school, meet the staff who will be working with your child and see our ethos first hand.

If you would like more information about the school or to meet the Special Needs Coordinator then please contact the admin office, who will be happy to help you. adminoffice@anton-jun.hants.sch.uk

HOW DO WE IDENTIFY AND ASSESS A CHILD AS HAVING SEND?

At Anton Junior School we have a structured process in place, which enables us to make timely assessments of children's needs and respond to them accordingly. If a child is identified as having difficulties in one or more areas of their learning, the class teacher will alert the SENDCo to their concerns and then seek to monitor the child's progress. During this period of monitoring, high quality teaching, differentiation, adaptations within the classroom and observations will help to support the child and better establish a clear picture of their needs. During this information gathering stage, parents will be notified of the work we are completing and involved in discussions regarding moving forwards.

Children are identified as having Special Educational Needs through a variety of ways including:

- Regular communication between home and school.
- Transition meetings/information sharing from feeder infant schools.
- External agency involvement before school.
- Parent meetings to raise concerns and then follow up by class teacher and/or SENCo.
- Regular observations and informal assessments take place to support school's early identification. Any concerns will be communicated with parents at the earliest opportunity.
- Close monitoring of every child's progress in all aspects of their development.

Children may have Special Educational Needs in any area of their development. The Code of Practice (January 2015) states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

| Area of Special Educational Need | Relating to difficulties with: |
|----------------------------------|---|
| Communication and Interaction | <p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems frequent misunderstandings.</p> |

| | |
|--|--|
| | <p>Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar /phonological awareness still fairly poor and therefore their literacy can be affected.</p> |
| <p>Cognition and Learning</p> | <p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p> |
| <p>Social, Mental and Emotional Health</p> | <p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self-esteem • Issues with self-image |
| <p>Sensory and /or Physical</p> | <p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment • Over sensitivity to noise / smells / light / touch / taste |

HOW WILL MY CHILD WITH SEND BE TAUGHT, AND HOW WILL THE CURRICULUM BE ADAPTED?

High quality teaching underpins our strategy for supporting our pupils, both with and without SEND. Through thorough planning, clear targets, and differentiation of task design, pupils are able to make good or better progress within their lessons. All children with special educational needs and disabilities will have access to the appropriate resources within lessons that will support this progress.

If a child has difficulties with managing their behaviour in class, an individual behaviour management plan (IBMP) may be written. This will help to identify the specific barriers and challenges for the child and put strategies and support in place to enable progress in this area.

We will also involve external agencies to support the school in using strategies and resources to help support the child and parents/carers, e.g. Primary Behaviour Support (PBS) , Early Help or Outreach Support.

WHAT ADDITIONAL SUPPORT IS AVAILABLE FOR MY CHILD?

At Anton our LSA's are trained in a wide range of interventions, all of which are used to support our children with SEND. These include Precision Teaching, Paired Reading, SHINE Maths and Reading as well as less direct interventions such as pre-teaching. Many children may also receive group or individual support from Learning Support Assistants during whole class lessons. The frequency and type of support is planned to suit the children's individual needs.

Speech, Language and Communication needs are supported across the school by all staff. We are able to refer to the Speech and Language Team who may provide specific targets and directed work with children or provide resources for us as a school to use.

Across school, children are supported with their gross and fine motor skills, and if children have therapy programmes written by the Occupational Therapist these are delivered by our schools sports coach. Our sports coach also delivers the intervention Sensory Circuits which provides children with a range of gross motor activities to support strength but also mental wellbeing.

We are extremely lucky to have two ELSAs (Emotional Literacy Support Assistants) within the school, and also uses FEIPS (Framework for Enhanced Individual Pastoral Support) for children. We also have a dedicated Pastoral Support Assistant who works with both individual children but also our families.

We are also a Thrive school. Thrive is a Hampshire approved program that supports children's social and emotional development. An assessment of a child/children forms part of the Thrive curriculum and from the assessment we can support children in class and individually with any gaps in their social and emotional development. If Thrive is being considered for children individually, staff will always seek permission from parents first. Our Thrive practitioner is Mrs Dockree.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL-BEING?

At Anton Junior School we have a caring, understanding team looking after our children. We pride ourselves on our inclusive ethos and believe that a child can only learn and achieve their potential, when they feel happy, safe and confident. Our core ethos is teaching the children the skills they are going to need throughout their life. Our schools values ensure children's social and emotional development is a focus throughout the curriculum.



The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore the class teacher would be the parents/carers 'first point of contact.' If further support is required, the class teacher liaises with the SENDCo for further advice and support. They may work alongside outside agencies such as Health, Social Services, Primary Behaviour Support Service and the Educational Psychologist.

All staff are aware of vulnerable children in their class and can support their needs. Sometimes they may need support of the SENDCo, ELSA, Behaviour Support or Outreach but this is always discussed with the parents/carers first.

If a child has a medical need or physical need that is supported with medication, specialist equipment or resources then the class teacher will discuss a health care plan with the parents/carers to meet the child's need in school. The SENDCo will also contact Hampshire SEND Service to support children with needs such as: hearing impairment and visual impairment.

HOW DO YOU EVALUATE THE EFFECTIVENESS OF PROVISION FOR PUPILS WITH SEND?

If your child is identified as having SEND, we will put together a Support and Achievement Plan (SAP), which details the additional support that they will be receiving both within and outside of the classroom. If your child has an EHCP (Education Health Care Plan), we will put provision in place as outlined in that plan. Class teachers, monitor pupils' progress regularly and monitor how your child is progressing, this coordinated and overseen by the SENDCo; Governors and Subject Leaders are also involved in this monitoring process. Termly meetings are then held with parents, to discuss their child's progress and next steps. This follows our SEN Cycle outlined below:



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SEND Plan Do Review Cycle 2024 - 2025

| | Summative SEND/NTS Assessments | SEN review meetings with SENDCo | Update SAPs | SENDCo to check | Updated SAPs shared with pupils and parents/carers | Classroom adaptations Bespoke intervention in class Structured interventions outside class (changes made in line with updated SAPs) |
|--|--------------------------------|------------------------------------|-----------------|---------------------|--|---|
| <p>Continuous formative assessment and updating of targets/strategies as required.</p> | | | | | | |
| Autumn Review | Wk beg 25.11.24 | Wk beg 23.09.24 Wk beg 30.09.24 | 02.12.24 | 06.12.24 - 09.12.24 | Wk beg 09.12.24 Wk beg 16.12.24 | Ongoing |
| Spring Review | Wk beg 17.03.25 | Wk beg 20.01.25 Wk beg 27.01.25 | 24.03.25 | 28.03.25 – 31.03.25 | Wk beg 31.03.25 Wk beg 07.04.25 | Ongoing |
| Summer Review | TBC | Wk beg 12.05.25 Wk beg 19.05.25 | TBC | TBC | TBC | Ongoing <i>These are then to be handed up to new teachers</i> |

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM?

All children are included in all parts of the school curriculum and we aim for all the children to be included on school trips. We will ensure we provide the necessary support for all children to participate in trips. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

HOW ARE PARENTS/CARERS OF CHILDREN WITH SEND INVOLVED IN THE EDUCATION OF THEIR CHILD?

We can offer advice and practical ways that you can 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.

In some cases we can operate a school communication book which provides another means of communication between teachers and parents or carers.

Parent meetings will be arranged as and when they are required, and we aim to be flexible and ensure open communication at all times. In addition we organise:

- Termly parent meetings.
- External advice through outside agency meetings.
- Learning Support Assistants (LSAs), who work closely with children and deliver specific interventions and programmes, are available to join the parent meetings when they work closely with an individual pupil.
- Annual review meetings for those children who have an Education, Health and Care Plan (EHCP).

At Anton Junior School, we believe that open communication with parents is essential, but we also value the views and opinions of our children.

The teachers talk to children at regular intervals about their work and their learning. Children are at the centre of their own learning and are involved in assessing their own work and deciding if they need support and whether they are ready to move on with the next steps in their learning. The children are involved in setting their own targets and know what they need to achieve next. As well as this continual dialogue about their learning, children are able to discuss their views through:

- School council meetings where one pupil can feedback the views and opinions of their class.
- Worry boxes in every classroom to share their concerns in a confidential way.
- Pupil conferencing, where the child is asked specific questions about their views.
- Success and Achievement Plans front cover targets.
- Annual pupil questionnaires.
- Formal review documents such as the EHCP (Education, Health and Care Plan) review.
- Pupil passports.

WHAT STEPS SHOULD I TAKE IF I HAVE A CONCERN ABOUT THE SCHOOLS SEND PROVISION?

We take pride in our positive relationship with our parents, so we hope that if you had any concerns that you would contact your child's class teacher or the school's SENDCo. Should you feel that your concern has not been addressed, we would encourage you to contact the Headteacher, Mrs Bennett. If you still feel that your concerns are not resolved to your satisfaction, you can follow the complaints policy, which can be located on the school website.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO TRANSITION INTO THE SCHOOL OR OUT OF THE SCHOOL?

We understand that starting school, moving between schools and sometimes moving between year groups is a very important decision and can lead to many concerns. Our aim is to work with parents to address any anxieties and make sure that your child is ready for this important change.

There are a range of ways that we prepare and support children and their families for transition:

- Transition meetings with parents and any professionals involved with the child
- Additional 1:1 visits (possibly with the SENCo) to meet the child
- Open days to see the school and chat to staff
- Meet the teacher evenings to hear about the year ahead
- Photo transition books to allow children to become familiar with the setting and staff
- Gradual integrations can be arranged for a child where necessary
- Social stories for children to help them to understand the transition
- Social skills lessons take place in class focussing on 'changes' which help prepare children for their move to the next class.

Anton Junior School has close links with our local Secondary Schools. We are able to work with them to organise any additional sessions to help prepare the children. External help for transition to secondary can also be arranged.

WHERE CAN I GET FURTHER INFORMATION ABOUT SERVICES FOR MY CHILD/ YOUNG PERSON?

The first point of contact should be your child's class teacher. If the class teacher is unable to deal with your concern or query, they may involve Miss Culver (SENDCo) or Mrs Bennett (Head Teacher).

Outside of school you can contact parent partnership www.hants.gov.uk/parentpartnership . You can also find information about what Hampshire can offer on www.hantslocaloffer/info . SENDIASS also offer free and impartial advice and support to parents of children with SEND <https://www.kids.org.uk/about-us>

In addition, there are a wide range of services that can be accessed via the school through a referral to the relevant professional. If the school feels an outside referral would be useful, we will always talk to you first. Your views and opinions are always considered and listened to and the school always aims to work alongside parents in a supportive way.

- Outreach support from Local Special Schools
- Locality team offering Family Support Workers and professionals to work with parents and children in the home and at school
- Primary Behaviour Service
- Child and Mental Health Support Team
- Educational Psychology
- Speech and Language therapy
- Occupational Therapy/Physiotherapy
- School nurse
- Teacher Advisor for Visual, Hearing or Physical Impairment
- Ethnic Minority and Traveller Achievement Service (EMTAS)

WHO SHOULD I CONTACT IF I AM THINKING ABOUT ENROLLING MY CHILD WITH SEND?

Contact the school admin office to arrange a meeting and a tour of the school, via their email address adminoffice@anton-jun.hants.sch.uk or on 01264 352845; please inform them at the time that your child has SEND. You will then be offered a visit around the school, which will give you the opportunity to ask any questions from the SENDCo, and complete the relevant paperwork.

SEN TERMS AND ACRONYMS

| | |
|-----------------|---|
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit & Hyperactivity Disorder |
| ASD/ ASC | Autism Spectrum Disorder/ Condition |
| BESD | Behavioural Emotional & Social Difficulties |
| CAF | Common Assessment Framework |
| CAMHS | Child & Adolescent Mental Health Service |
| CoP | Code of Practice |
| CP | Child Protection |
| DCD | Developmental Co-ordination Disorder |
| EAL | English as an Additional Language |
| EHH | Early Help Hub |
| EP | Educational Psychologist |
| FSM | Free School Meals |
| HI | Hearing Impaired |
| IBMP | Individual Behaviour Management Plan |
| LAC | Looked After Child |
| LEA | Local Education Authority |
| LSA | Learning Support Assistant |
| MHST | Mental Health Support Team |
| MLD | Moderate Learning Difficulty |
| NC | National Curriculum |
| OT | Occupational Therapist |
| PBS | Primary Behaviour Service |
| PP | Pupil Premium |
| SALT | Speech and Language Therapist |
| SAP | Success and Achievement Plan |
| SEMH | Social, Emotional, Mental Health |
| SEN | Special Educational Needs |
| SEND | Special Educational Needs & Disabilities |
| SpLD | Specific Learning Difficulty |
| UKS | Upper Key Stage |
| VI | Visual Impaired |