

# Itchen Abbas Primary School

## Special Educational Needs Newsletter



Autumn Term

Monday 10<sup>th</sup> December 2018

Welcome to our first newsletter about everything to do with Special Educational Needs (SEN). In this newsletter I will update you on some of the developments and updates we have made to how we support children identified as having SEN. I hope that you find this helpful and I look forward to hearing any feedback you might have.

Kind regards, Mr Bogan  
(School Inclusion Manager & Special Educational Needs Coordinator)

In April 2018, Ofsted visited our school and identified that one of our next steps was to *'improve the teaching and support for pupils who have SEN and/or disabilities, and rigorously monitor and evaluate the impact of this provision so that it more effectively meets pupils' differing and specific learning, emotional and social needs.'* Since then, we have continued to work hard to address this and this newsletter will explain some of these developments to you.

At the end of last term, we were extremely grateful to the cross section of parents we invited to discuss and help review our SEN Policy & Information Report. These can be found on our website, under the SEN tab. Please check them out for lots of information on our provision, as they aim to answer any questions you might have.

In the Autumn Term, we began the new academic year by offering all parents with children on the SEN register, the opportunity to meet with class teachers and/or myself, to discuss the provision for their child and the targets they will be working on this term. This was really successful and attended by almost all of the parents. Thank you.

As part of our INSET (In-service Training Days), we have been working with Hampshire's Inspectors and Advisors on a Special Educational Needs Training Toolkit, where all teachers and teaching assistants have been supported in further developing their planning and scaffolding strategies to support and challenge children identified as having SEN. This has been hugely beneficial and informative and I look forward to sharing the impact of this on the children's learning in the coming terms.

This term, I have continued to monitor the provision for all children with SEN. One way I have done this is by visiting each class and observing scaffolding being used to support all learners, and resources for children with differing learning styles. I also invited in a SENCO from another local school to monitor this process and she was impressed by the support and challenge the children received.

This monitoring has also allowed me to identify future training for all staff, including teaching assistants, who already do an excellent job of supporting your children and moving them on in their learning.

### Supermarket "Quieter Hour"

Did you know that supermarket chain Morrison's is the first supermarket to roll out the quieter hour scheme nationwide? Its 439 stores will dim their lights, turn off music, avoid using the tannoy and turn check out beeps down on Saturdays between 9 and 10am.



### Do you know about the Local Offer?

The Local Offer includes information about education, health, social care, preparation for adulthood, leisure services and impartial information advice and support.

Hampshire's Local Offer (co-produced with parents, carers and young people) aims to help you find your way through the maze of information to reach the best solutions for you / your child.

The Government is working hard to support children with SEN in the country.

Find out more information at <http://www.hantslocaloffer.info/>

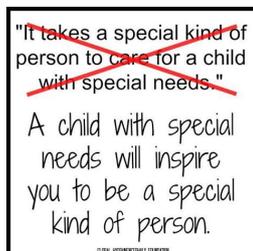
**Hampshire**  
**LOCAL OFFER**

Another form of monitoring I have undertaken is pupil conferencing, where I have spoken to the children about what they think is working for them and what they think would support them further. The children were able to articulate that they enjoyed playtimes and liked learning when it was "fun". They preferred lessons which involved less writing and classrooms which were calm, without distractions. I was particularly pleased to hear that the children I spoke to were proud of their handwriting, their learning in Maths and developing their friendships. I am looking forward to hearing future proud moments in the coming terms.

Recently, all teachers have submitted data for the first milestone of the year. This has been shared with all parents with next steps for the children. All children on the SEN register, who are working below their age-related expectations, are also tracked through the learning objectives for the age they are working at. This allows us to track their progress and inform future targets for their Individual Support Plans (ISP's).

Data from Milestone 1, for children with SEN, is reported to Governors in a termly report. I meet with our SEN Governor who receives anonymised data for each child, with their next steps. This allows them to identify trends across the school and challenge me on the support we are putting in place to ensure each child maximises their progress.

In the coming term, we will continue to look at further ways to support children with SEN in our school. If you have any suggestions, please send me an email through the school office [admin@itchenabbas.org.uk](mailto:admin@itchenabbas.org.uk)  
Thank you for your support.



### I think my child has SEN, what should I do?

This is a question that I have been asked by different parents and therefore, as part of the SEN Information Report, I have produced an **SEN Information Flow Chart**, clearly showing the steps we go through in identifying whether or not a child is added to the SEN Register. I have also produced an SEN Assessment Guide, which is a snapshot of the 17 page information report, hopefully providing easy to access information about how we assess children's needs.

The flow chart, the Assessment Guide and the Information Report can be found on our school website, under SEN, or a copy can be picked up from the School office.

Please have a look at this and let me know your thoughts.

### Autism Ambassador



Did you know that our school has its very own Autism Ambassador?

**Autism**  
**Ambassador**  
Southampton - Hampshire  
Isle of Wight - Portsmouth

Mrs Goddard attended the training in September this year and is now helping raise awareness across Key Stage Assemblies and around the school.

Raising awareness of autism helps people on the autistic spectrum to live as independently as possible in their local communities, access services they require in their lives, receive good customer care and increase opportunities for employment. The Ambassador Scheme not only raises the profile of autism in the community but also produces a sustainable model where by the Ambassadors will: act as a change agent, promoting *Think Autism* in school and daily lives; identify reasonable adjustments that can be made within an environment; and signpost individuals to additional information on autism, professionals and resources.

The greatest recommendation anyone can have is through word of mouth. For those living with autism, finding people that deliver great services or help them to be part of their community can often be difficult.

If you would like to find out more information, then please visit their website:

<http://www.ascambassador.org.uk>