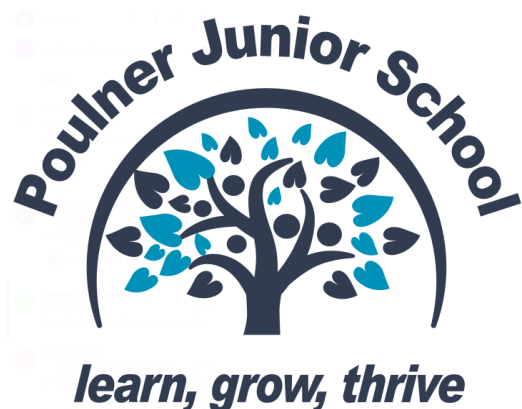




What is Poulner Junior School like?

Poulner Junior School is a two form entry school (with three classes in Year 5 for 2025-6) located in North Ringwood in the New Forest. We currently have 268 pupils on roll between the ages of seven and eleven. Currently, 13% of our pupils have Special Educational Needs or learning differences. Poulner Junior School has a whole school ethos that respects individuals, differences and maintains high expectations for all. We have a dedicated staff, who in collaboration with parents and governors, are committed to achieving the best outcomes for all our children

All teachers are teachers of SEND pupils and as such provide quality first teaching that takes account of the particular individual needs of pupils with SEND within the classroom. Within our teaching assistant (TAs) team, there is also a wide range of experience and expertise in the different areas of SEND.

Who should I contact if I am considering this school for my child?

The Special Educational Needs Co-ordinator (**SENDCo**) at Poulner Junior School until November 2025 is Nicky Homewood. From 1st November 2025, the SENCO will be Katie Morris. Mrs Grace Smalley is the Inclusion leader- pastoral/ SEMH.

They can be contacted via the school office on 01425 474590 or through email at adminoffice@poulner-jun.hants.sch.uk

How does the school know that students may have special educational needs?

At Poulner Junior School your child may be identified as having Special Educational Needs or disabilities (**SEND**) through:

- communicating with your child's previous school
- communicating with parents and carers
- identification that your child is performing below national curriculum or/ and age expected levels
- concerns raised by class teacher
- communication with outside agencies or health professionals.

What can I do if I think my child may have additional needs or I have concerns?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If further action is required the class teacher will have a discussion with the SENDCo. Where appropriate, the SENDCo will investigate the concerns and arrange a meeting with the teacher and parents/carers to feedback the findings and discuss next steps. Parents/carers can also communicate with the SENDCo via email, letter or telephone. The SENDCo is also available at parent evening consultations should you wish to make an appointment.

How will I know how well my child is doing?

The school values regular contact with parents and carers and has an 'open door' policy. The SENDCo is available to discuss support and any concerns parents/carers may have.

The school sends an Autumn and Spring Progress Check report to parents and carers, giving an overview of their attainment, progress and attitude to learning. In the Summer term, the annual report is sent out and comments on a child's achievements in all areas of the curriculum. You will also be given information about how well your child has done in statutory tests such as the end of Key Stage 2 assessments.

You will be able to discuss your child's progress with a class teacher at least twice a year at formal parents' evenings and have the opportunity to look at your child's learning.

Your child may be given house points to praise positive learning or behaviour, or a Learner of the Week certificate, as part of the school's Behaviour and rewards policy. The Home School

Diary can keep you informed about daily or weekly progress and any updates from the class teacher.

If your child is on the SEND Support register there will be termly opportunities to discuss their SEND Learning Journey which includes their progress and targets for the coming term.

If your child has complex SEND they may have an EHCP (Educational Health Care Plan) which means that a formal annual review will take place, in addition to the other meetings listed above, to discuss your child's progress and a formal report will be written.

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

Your child's progress in learning is measured against National expectations and age-related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further in class support is needed.

We also track progress using a variety of methods throughout the year including; teacher assessment, maths, reading, phonics and spelling tests. Children who are not making expected progress are picked up through 'Pupil Progress Meetings' between the class teacher and members of the Senior Leadership Team, including the SENDCo. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

The SENDCo works closely with teachers, teaching assistants and other members of the team and will monitor and, where necessary, carry out further assessments to inform about children's progress. From this information, we are able to identify highly personalised 'small steps' and deliver interventions as necessary. Interventions and support are jointly co-ordinated by the SENDCo and class teacher and these are reviewed half termly.

The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.

How will you help me to support my child's learning?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENDCo may meet with you to discuss your child's progress or any concerns/worries you may have and any strategies you may be able to use at home.

All information from outside professionals will be discussed with you and with the professional directly involved, or where this is not possible, in a report. Outside agencies often have suggestions that can be used at home.

We also offer:

- Parent workshops on current teaching methods
- Coffee mornings with a particular SEND focus
- Meetings with the pastoral and Thrive support team
- Links to other organisations that can support families
- Resources on particular topics/needs
- Home Learning that will be adjusted as needed to your child's individual needs.

How will the school share information with me?

General information about day to day activities that the children are involved in is available on the school website. A school newsletter is issued fortnightly via email through the website. Information is also sent out by each class about forthcoming topics and events. We also use text to remind you of forthcoming events or emergency information. The school also values regular contact with parents and carers and has an 'open door' policy which means that parents may be able to meet with staff at short notice after school.

If there is a specific issue regarding your child, we may phone, write or email you on an individual basis or speak to you face to face wherever possible.

How will the school ensure that my child is included in all aspects of school life including accessibility?

When activities outside the classroom, such as trips, clubs, sports days etc, are arranged, a full risk assessment of the site, activity and children's needs is carried out. Parents are contacted and appropriate adaptations, resources or expertise are put in place. Within the classroom we are dyslexia and communication friendly.

Current initiatives and resources influence and support the accessibility of the curriculum for all children. The school building has been adapted for easy wheelchair access to all ground floor areas.

How will the school match the learning to the needs of my child?

All of the learning opportunities children experience at Poulner Junior School are differentiated and tailored to suit their needs. This can be achieved in a variety of ways:

- The learning could be differentiated by task (by being given a different activity to complete)
- The level of support a child receives during the lesson (from an adult or his/her peers)
- The outcome (the amount of learning expected to be completed by the end of a lesson)
- Pre-teaching of new vocabulary and concepts, visual prompts and an awareness of the language being used in class.

Using a variety of types of differentiation enables all children to learn and achieve in a way that best suits their own learning style.

How will the school decide what and how much extra support my child needs?

Any concerns about a child's progress in the first instance, will prompt a discussion between the class teacher and SENDCo in order to identify any additional needs that a child might have. On occasions, parents may share their observations with the class teacher which might also prompt a discussion with the SENDCo. Following these discussions, a suitable intervention programme will then be identified and implemented.

Poulner Junior School run a variety of intervention programmes to support children with different levels and types of need, run by our Teaching Assistants. These are adapted according to the needs of our pupils and currently include: Little Wandle phonics scheme, pre-reading and pre- teaching, fine and gross motor control, handwriting, sensory circuits, therapeutic story writing, Lego therapy, THRIVE, Speech and Language interventions. The support a child receives will be monitored carefully to ensure it is effective and addresses the need and parents/carers will be kept informed of their child's progress throughout the academic year. Any on-going concerns about progress that are identified will result in further investigation and a change of provision where necessary. If appropriate, the SENDCo will liaise with parents in order to seek further advice and support from relevant outside agencies e.g. Speech and Language support, Educational Psychologist, Physiotherapist amongst others.

How are resources allocated to match the students' special educational needs?

We ensure that the needs of all children with SEND are met to the best of the school's ability with the funds available. The SEND budget is allocated each financial year to provide

additional support or resources on a needs basis. The children who have the most complex needs are given the most support which could involve learning on a 1:1 basis or in a small group with a teacher or learning support assistant (TA), where a specific programme of learning will be followed to address the targeted need.

We have a range of assessment tools, interventions and support programmes that are allocated according to the children's needs. We have a team of TAs who are funded from the SEND budget to provide in class support and deliver programmes designed to meet groups of children's needs.

Subject to individual's needs, the school will seek advice from, or liaise with, professionals from a range of outside agencies, including the Speech and Language Therapy (SALT), occupation therapy (O.T) service, educational psychologist (EP), child and adolescent mental health service (CAMHS) etc.

How will school prepare and support my child in joining the school or moving to a new school?

Prior to starting Poulner Junior School in Year 3, children will experience an induction program that consists of visits and experiences including: using IT, teambuilding activities and challenges. The children also attend a full day at the start of July where they will have the opportunity to meet their class, their class teacher, some members of the TA team and the Head teacher. Parents are also invited to an induction evening to meet the Year 3 staff team and also the Head teacher and members of the senior leadership team. The SENDCos from all settings will meet and relevant and important information is passed on about all children including those who have SEND or are anxious about the transition and would benefit from some initial nurture. Transition Partnership Agreement meetings are held with staff members of both schools and parents for those children with more complex SEN needs and EHCPs.

In Year 6, children complete a flexible series of transition sessions to their next school, where individual concerns can be addressed. SENDCos will again liaise and pass on relevant information for children with SEND.

Where an Education Health Care Plan is in place, the annual review ensures that all parties involved have an input and agree any necessary actions, which are then put forward to facilitate a smooth transition.

How will my child be able to contribute their views?

Children identified as having Special Educational Needs or that require additional help in school will be encouraged to contribute their views concerning their educational targets and wellbeing. Their views will be sought before meetings linked to their special educational need.

At Poulner Junior School, children are also able to share their views through:
Termly pupil conferencing, School Council, class PSRHE time, House Captain meetings and through THRIVE and ELSA support.

For children with special educational needs there will be additional opportunities to share their views including:

SEND Learning Journey meetings with the class teacher

Meetings with the SENDCo or Pastoral Lead

Prior to an Annual Review or Inclusion Partnership Agreement meeting

Prior to a Transition Review

How will school support my child's overall well-being?

At Poulner Junior School, we believe a child's emotional well-being is key to them successfully engaging in the learning opportunities available at school. Through our HEART Values (Honesty, Excellence, Attitude, Respect and Thoughtfulness), the staff strive to develop confidence, self-esteem and resilience with all children. Although the class teacher has overall responsibility for the children's physical and emotional care, they are well supported, with systems in place to access the SENDCo, the Pastoral Lead, the Emotional Literacy Support Assistant (ELSA), and the Thrive team. Lunchtime Club is available to support children, providing positive play experiences and the opportunity to meet and make new friends.

To support children with medical needs:

- All staff have basic first aid training.
- Where necessary and in agreement with parents and carers medicines are administered in school but only where a signed medical consent form is in place to ensure the safety of both the child and staff member.
- If a pupil has a medical need then a detailed care plan is compiled with support from the school nurse in consultation with parents/ carers. These are discussed with all staff involved with the pupil.

What support is there for improving behaviour, attendance and avoiding exclusion?

At Poulner Junior School, we have a wide ranging whole school approach to promote positive behaviour and attitudes and to foster inclusion. We believe that it is our responsibility to develop all children as responsible and respectful members of the communities to which they belong. This philosophy is embedded in our HEART Values, which underpin how we develop our children's self-esteem and encourage good behaviour throughout the day. Parents can access more detailed information by reading our Behaviour Policy either on the school website or requesting a copy from the school office. There are other elements of practice that support the behaviour policy including:

- School wide Heart Value charts
- PSHE class sessions
- A house point system which rewards good choices and behaviours as well as rewarding good attitudes to learning
- 'Learner of the Week' certificates which again reward positive approaches to learning and behaviour.
- Anti-Bullying policy
- Equalities Policy (including accessibility)

A child may benefit from additional tailored behaviour support, which may include:

- Individual behaviour plans
- Behaviour risk assessments
- Incentive charts leading to rewards of the child's choice
- ELSA, Thrive and other pastoral support
- Home school communication books

We will also seek specialist help from other agencies where needed including the Hampshire Behaviour Support Team.

We work hard to avoid exclusions. The Governing Body at Poulner Junior School are aware of the County Guidance on Exclusion procedures and the over-riding principle of Inclusion and support the staff in their pursuit of these guidelines.

It is of utmost importance that children attend school every day and their attendance is monitored daily for absences. This is reviewed every half term and if a child's attendance is falling below 90%, parents will be informed by letter and invited to come in and meet the headteacher to plan next steps to improving attendance. If a child's attendance continues to drop then the school does have the right to seek Local Authority legal support in taking the family to court.

What specialist services and expertise can be offered by the school?

Mrs Nicky Homewood is the SENDCo for the school and holds the National Award for SENDCo qualification. She is closely involved in the development of the SEND policy and provision and, in collaboration with the other staff members and/or outside agencies, may identify children with SEND. The SENDCo will attend relevant in-service training as deemed relevant and necessary by the school, and in conjunction with the school's overall development plan.

Together with the relevant teachers, the SENDCo will liaise with the local preschools and secondary schools. Working with the Head Teacher, the SENDCo will have responsibility for the implementation of the school's SEND policy and for co-ordinating provision for children with SEND, as well as establishing and maintaining a register of children with SEND, and those who are being monitored.

The school have a range of experienced and qualified staff. These staff support the wider school team by delivering training and providing advice on meeting a range of needs. The school has members of staff with expertise to support children with speech and language difficulties and physical difficulties. Personalised programmes to meet children's needs in these areas are implemented. The school can also access outside agencies including health, therapy and social care, and behaviour support services as needed. All staff have also received training on how to develop an inclusive classroom and meet the needs of learners with Dyslexia.

The school also has a trained Emotional Literacy Support Assistant who works with small groups and individuals as necessary. In addition to this, we are a Thrive school, with staff specially trained in this approach to pastoral care. The pastoral lead oversees all of the support and interventions for children requiring this support.

We have a culture of learning and development of all staff and have recently all received training from the Forest Park Outreach programme and The Clifford Centre.

Where more specialist guidance may be required, Poulner Junior School may, where appropriate, consult colleagues either from the local authority advisory teams or professionals from other specialist settings to support the work we do e.g. the Speech and Language Therapy (**SALT**) service, Occupation therapy (**OT**) service, educational psychologists (**EP**), child and adolescent mental health (**CAMHS**) etc.

How are the views of parents and the child taken into account in deciding next steps at school?

1. Meeting with the child and the SENDCo or class teacher.
2. EHCP reviews or Inclusion Partnership Agreement meetings
3. Pupil and parent/carer voice through SEND Learning Journey meetings

Initially, the class teacher will meet with the SENDCo and identify any additional needs a child may have. On occasions, parents may share their observations with the class teacher which may also prompt a discussion with the SENDCo. Next, the type of intervention will be identified to support the area of need and this will be delivered regularly over a fixed period of time. The support a child receives will be monitored carefully and discussed with parents/carers throughout the academic year.

Who can I contact if I have a concern?

We encourage parents and carers who have a concern to come and talk to us. Appointments should initially be made with the class teacher via the school office. If you are unable to resolve your concerns, then an appointment can be made with Mrs Homewood, SENDCo, Mrs Morris (SENCo), Mrs Smalley, Pastoral lead and/ or Mrs Randall, Headteacher.

Any formal complaints should be made following the school's complaints policy which can be found on the school website or at the school office.

Further information can be also be accessed at:

- Hampshire SENDIASS: <https://www.hampshiresendiass.co.uk/> (Formally known as Support4SEND)

Where can I get further information?

Further information can be also be accessed at:

SEN policy on our website:

<https://primarysite-prod-sorted.s3.amazonaws.com/poulner-junior-school/UploadedDocuments/5550f07d66fa437bb6e1fd3b606e25a0/send-inclusion-policy-2018.pdf>

Poulner Junior School's Local Offer:

<https://fish.hants.gov.uk/kb5/hampshire/directory/service.page?id=xsplguE6WbQ>

• Hampshire SENDIASS: <https://www.hampshiresendiass.co.uk/> (Formally known as Support4SEND)

How can I support my child?

- Ensure that your child attends school regularly.
- Help your child to be organised for each day, to be on time and well equipped.
- Support the school's policy and guidelines for behaviour.
- Support your child with any home learning and encourage his/her to explore areas of personal interest in their free time.
- Share quality time with your child – where you can share his/her interests and discuss any worries your child might have at any time.
- Attend parents' evenings and any other opportunities to share your child's progress.
- Be aware of opportunities that involve your child in the life of the school.

Glossary

	Stands for.....	Means.....
CAMHS	Child and Mental Health Services	Specialists who assess and advise to help students with their mental health issues.
COP	Code of Practice	The legal document which outlines how students with Sen from 0-25 should be supported in their journey through school and college.
CYP	Child or young person	Used in the Code to mean child or student.
EP	Educational Psychologist	Specialists who help problem solve with staff and suggest strategies to support student sin school.
EHCP	Education Health and Care Plan	An individual plan for children and young people aged up to 25 who need more support than is available through special educational needs support.
IPA	Inclusion Partnership Agreement	A Hampshire initiative to support students who do not have a statement but may need regular review and planning.
OT	Occupational Therapy	Specialists who assess and advise to help students to adapt and manage everyday situations and environments.
SENDCO	Special Educational Needs Co-ordinator	A person who manages both the overview and day to day running of special needs in a school
SALT	Speech and Language Therapy	Specialists who assess and advise to help students with their speech and/or language.
SEND	Special Educational Needs and Disabilities	Students who have a need which needs support which is additional to or different from the rest of the peer group.
TA	Teaching Assistant	Adults who work with teachers and students to support students withSEN or who need extra support.