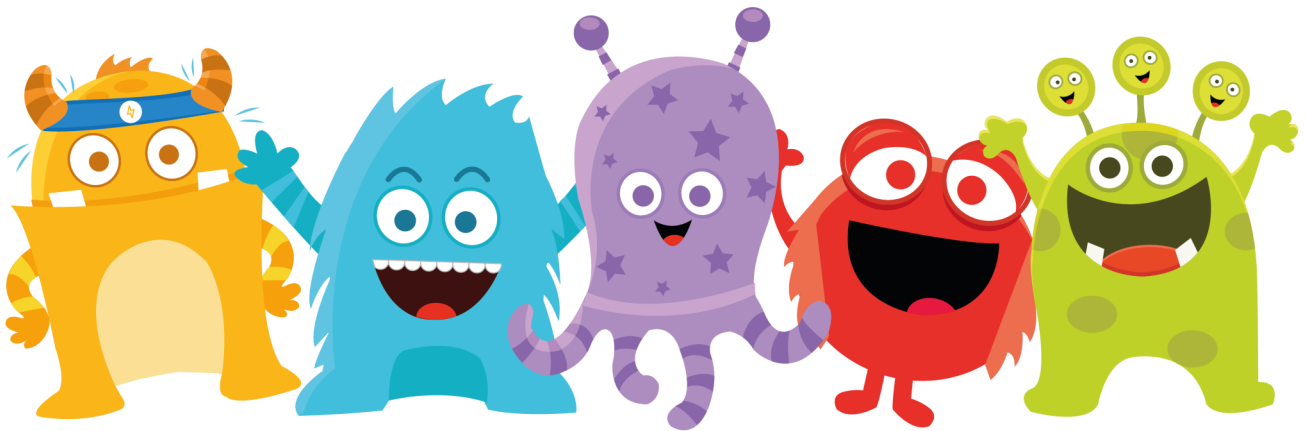
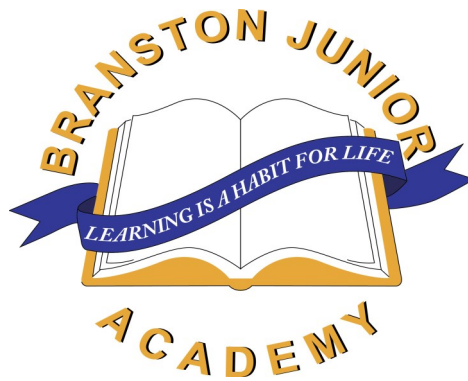


Branston Junior Academy: School Offer



Please click the link below for Lincolnshire County Council's Local Offer:

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

Branston Junior Academy 'Local Offer'

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Branston Junior Academy 'Local Offer'

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What should I do if I think that my child has special educational needs (SEN)?

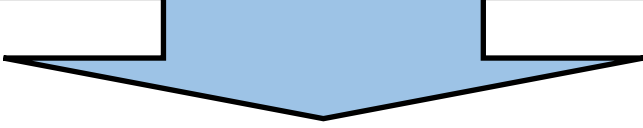
1. The first thing that you should do is contact/ make an appointment to see your child's class teacher. Teachers are always happy to meet with parents and we actively encourage an open door policy.



2. During your meeting with your child's class teacher a plan of action will be agreed and put into action. Your child's class teacher will usually also organise a follow-up meeting after an agreed timescale. You might choose to involve the [SENCo](#). in these meetings



3. At this point you, and your child's class teacher may agree to place your child on the Special Needs register (and inform the SENCo), or you may decide to defer this until after the agreed action plan has been implemented and reviewed.



4. In addition to agreeing an action plan/ involving the SENCo, you might also decide to request the involvement of an [outside agency](#)




LINCOLNSHIRE LOCAL OFFER:

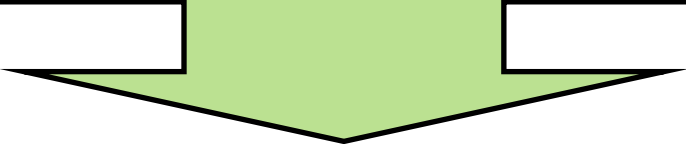
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How will school respond to my concerns?


1. Initial concerns will be discussed with yourselves and your child's class teacher.




2. Following on from your initial meeting you may decide to organise a further meeting that includes the [SENCo](#). This may be as a direct result of your first meeting, or as part of the follow-up meeting, depending on what was agreed.




3. Depending on the action plan, the SENCo may request assessments, dynamic observations or face-to-face meetings with specialist staff from [outside agencies](#).



4. An action plan, including individualised targets may be put in place for your child. These targets will be shared with your child, and they will also be involved in deciding on the best ways to support them.



5. Any plans that are put in place will be reviewed with yourselves, your child's class teacher (and possibly the SENCo) at least three times per year, usually in addition to parents' evenings, depending on the needs of your child.



How will the school decide if my child needs extra support?

Decisions on which children need extra support are based on a range of both formal and informal information including:

Observations and assessments made by your child's class teacher.

Analysis of summative assessments made by:

- * [Assessment Co-ordinator](#)
- * [SENCo](#)
- * Subject Leaders

Discussions with your child.

Discussions with yourselves.

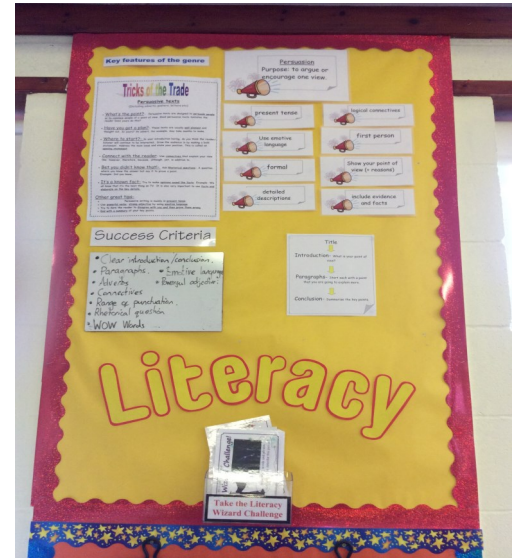
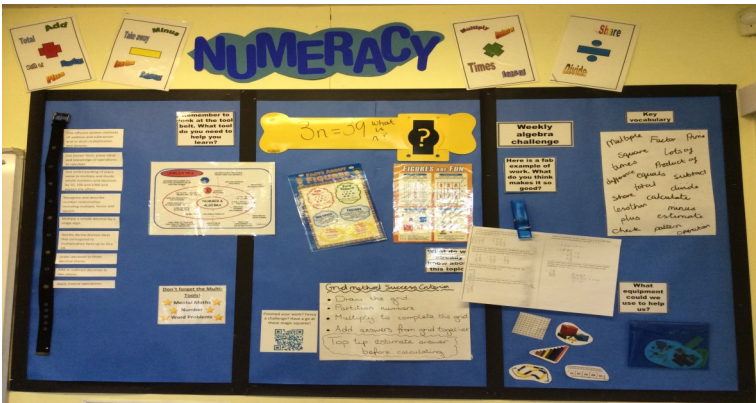


Observations made by the teaching assistant working in your child's class.

Assessments and advice provided by [outside agencies](#) (where involved)..

What will school do to support my child?

In addition to high quality differentiated teaching, all classrooms are organised in ways to support all the learners in the class:












WORKING WALLS

Each class has a working wall for the three core subjects:

maths, English and science.

The 'walls' evolve as each day/ week progresses; work and ideas accumulate on the board, with the previous day's work being used to inform the following day's work.

- The success criteria (i.e. what the children need to do to achieve), which have been developed with the class, are displayed.
- Key vocabulary is displayed—often with additional post-it notes as more key words are discussed.
- Modelled examples of work, planning sheets and work in progress are also regular features of working walls.

 English	 SPaG	 Numeracy
 Science	 History	 Geography
 Reading	 Guided Reading	 Break Time

VISUAL TIMETABLE

Visual timetables are used so that all children can see, at a glance, which lessons they will be having that day.

TEACHING ASSISTANTS

- We are extremely fortunate at Branston Junior Academy as we do have skilled [teaching assistants](#) on our staff.
- Teaching Assistants are used in a variety of ways to support both academic and social/ emotional needs.

Working with small groups in the classroom

Working with small groups outside the classroom

Working one-to-one in the classroom

Working one-to-one outside the classroom

Running specific [interventions](#) with a range of children—some are children with SEN, whilst some are children who will benefit from a 'boost'.

Working as play leaders outside during playtime and lunchtime.

- We are fortunate to have a Teaching Assistant who is an ELSA (Emotional Literacy Support Assistant).
- We have TAs trained to deliver Lego Therapy.
- We also have a TA who delivers FRIENDS and FRIENDS for Life intervention.

What do you mean by 'differentiate'?

Class teachers differentiate your child's work according to their strengths and areas to develop. This means that your child's class teacher will provide them with work that is suitable *for them* but that is usually linked the whole class learning objective.

Differentiation can be employed in many different ways:

- Content** The content of your child's work may be adjusted so as to ensure that it is relevant to them.
- Pace** Your child might have opportunities to work at a pace, in lessons and during interventions, that is suited to them, ensuring that they are given the chance to have 'mastered' a skill before moving onto the next one.
- Access** Particular accommodations/ arrangements can be made so that your child can access the curriculum. This might mean providing a scribe, alpha-smart keyboard or by allowing extra time to complete tasks.
- Outcome** In some pieces of work it is appropriate for the differentiation to be through what the children achieve.
- Curricular sequence** Sometimes, if your child needs it, sequences of lessons will be planned for your child's individual needs, particularly in the core subjects.
- Structure** The structure of lessons, perhaps being 'chunked' into smaller pieces, or being amended to suit your child's learning needs.

(From: Lewis, 1999; cited Rose, 'The practical guide to Special Educational Needs in inclusive schools' p19-20)



What do you mean by 'differentiate'?

- Teacher time** Your child's class teacher may decide that during certain lessons they will spend more time with your child.
- Teaching style** Teachers use a wide range of teaching styles in their classrooms and will adapt lessons in order to accommodate children's learning preferences.
- Level** Where appropriate, teachers might change the difficulty of input to suit your child's 'level' (as shown in assessments).
- Grouping/seating** Teachers use a variety of grouping and seating plans within their classes depending on the learning objectives and the skills of the children in their class.
- Interest** Our whole curriculum is designed to engage the children's interests. However, within individual classrooms, wherever there is an opportunity to do so, teachers will tap into individual/ group of children's interests.

(From: Lewis, 1999; cited Rose, 'The practical guide to Special Educational Needs in inclusive schools' p19-20)



What else could the school do to support my child?

Your child's progress and targets will be monitored closely by your child's class teacher as well as by the [SENCo](#) and the [Assessment Co-ordinator](#).

Depending on the needs of your child, they may receive additional support—either within a small group, or one-to-one—from a teaching assistant or teacher.

The process of providing and evaluating the effectiveness of support is:

ASSESS

Using a range of data:

- * Teacher's observations
- * Marking work
- * Formal tests
- * External agency observations and assessments

PLAN

Using targets generated from assessments.

Targets will usually be 'SMART'

- Specific
- Measurable
- Action-based
- Realistic and relevant
- Time-based

EVALUATE/ REVIEW

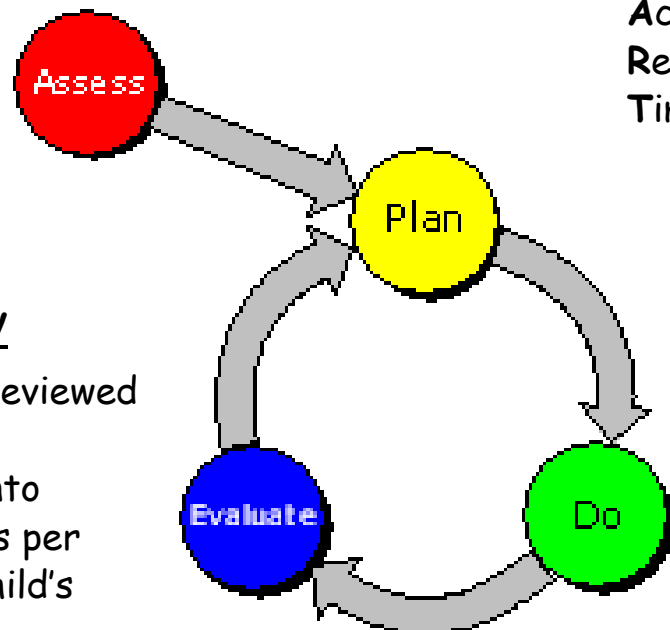
* Targets are usually reviewed every short term.

* You will be invited into school at least 3 times per year to review your child's progress.

* You are also welcome to come in between times.

Reviews evaluate:

PROGRESS; WHAT WORKED WELL; NEXT STEPS



DO

Strategies to support your child could include:

Support in class
provided by an adult

Small group

this could be either in the classroom or outside of the class

1:1 support

either in class or outside of it.

In what areas will you be able to support my child?

At Branston Junior Academy we are able to offer you child a varied range of support in the following key areas.:

Cognition and Learning

- Differentiated class teaching and activities
- Individualised teaching
- Hands on experiences, including our much-loved 'WOW' days!
- Specifically targeted [intervention programmes](#).
- Additional adult support for groups and individual work.

Communication and Interaction

- Resources and programmes from [Speech and Language Therapy](#) (SALT). Or TWTT (The working Together Team)
- Social Skills Games
- Social Stories

Social, Emotional and Mental Health

- Social Stories
- Lego Therapy
- PSHE
- Think-it, Talk-it boxes in each classroom
- Emotional Check-in
- Reward strategies:
Whole school
Class-based
Individualised
- Sensory tunnel
- Emotional Literacy Support (ELSA)
- [Casy Counselling](#)

Medical, Physical and Sensory Needs

- Fine Motor Skills Programme
- Specialist equipment:
pencil grips, writing slopes, Alpha-smart keyboards
- First Aider
- Sensory tunnel (Wiggle corridor)

Who organises support for my child?

The [SENCo](#), Mrs Simpson, manages and monitors which children receive which additional support through a 'provision map' (this does not include how class teachers choose to deploy the teaching assistants in their classrooms).

The 'provision map' is updated frequently and is very much a working document. Not all children on the provision map will have SEN, some will be on there to provide a boost in a specific area. Some children feature regularly on the provision map, some infrequently and some not at all—all this depends on individual needs.

What does the 'provision map' do?

The provision map is divided into four main areas:

Cognition and Learning

Communication and Interaction

Social, Emotional and Mental Health

Medical, Physical and Sensory Needs

For each area (see above) the type of [intervention](#) to be used is identified, as well as which children will be on it.

The provision map also specifies:

- * which [teaching assistant](#) will run the intervention,
- * when it will be run (usually either 9–9.30 or 11.45–12.15, or during afternoons)
- * how many weeks it will continue for

What types of intervention might my child receive ?

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Medical, Physical and Sensory
Toe by Toe Stride Ahead Beat Dyslexia Precision Reading Precision Spelling Word Wasp Precision Maths Shine (maths) Plus 1 (maths) Power of 2 (maths) Sound Linkage (phonological awareness) IDL Cloud programme 1:1 Support in class Small group support in class STT (Specialist Teacher Team) assessment ED psych assessment	Friends for Life Social Stories Circle Time Lego Therapy <u>SALT</u> programmes Social Group Playground buddy First Call Folder resources ELSA (Emotional Literacy) ECLIPS team involvement TWTT (The Working Together Team) intervention <u>Play Leaders</u> <u>Peer Mediation</u>	Circle Time Friends for Life Fun Friends Lego Therapy ELSA (Emotional Literacy) Natter Time (provided by ELSA) Casy Counselling Social Stories TWTT (The Working Together Team) intervention	Motor skills programme Teodorescu handwriting programme First Move Folder resources Physiotherapy or occupational therapy exercises as recommended by practitioners.

Please feel free to contact the [SENCo](#), Mrs Simpson, if you would like further information about any of these interventions and to discuss ways that you can support your child at home.

This provides an example of the sort of intervention offered routinely at Branston Junior Academy—should different strategies or programmes be recommended (for example by the Educational Psychologist) then we will always do our best to put them into practice.

Who will support my child in school?

Midday Supervisors:

May provide support in the personal, emotional and social needs of your child (e.g. by initiating games), as directed by your child's class teacher.

Class Teacher:

Sets and monitors targets based on your child's needs.
Organises support in class and liaises with SENCo.

Outside Agencies:

Provide detailed reports and observations about your child.

Suggest targets, strategies and resources.



SEN Governor:

Oversees provision

Teaching Assistants:

Provide day to day support both in the classroom and for intervention.

Sometimes support on a one-to-one basis and sometimes in a group.

Directed by your child's class teacher and the SENCo.

SENCo:

Provides guidance to classroom teachers.

Liaises with external agencies on the best ways to support your child.

Responsible for review meetings and statutory paperwork such as Educational and Health Care plans (EHCs).

Who's Who: Teachers

Miss L Perkins

Maths Specialist
Teacher (MAST)
Assessment Lead
Maths Coordinator

Mr B Simpson
Y3/4 Teacher

Autism Awareness
Drama/ Film making
specialism
Geography and History
Coordinator
Design &

Miss E Tysoe
Y5/6 Teacher

PE and Sports
Coordinator
P.E. Premium Coordinator

Miss H Gethings
Y3/4 teacher

Residential Visits
Coordinator
RE Coordinator

Mrs K James (3 days)
Y3/4 Teacher

International Schools
Coordinator
Student Teacher
Mentor qualification
Science Coordinator

Mrs A Simpson (2 days)
Y3/4 Teacher
SENDCo (1 day)

SpLD (APC—Patoss)
Difficulties in Literacy
Development (Masters
Level)
SEN National
Accreditation Award
(Masters Level)
Pupil premium Coordina-
tor
Art Coordinator

Miss A Kisby
Y5/6 Teacher

Literacy Coordinator
Peer mediator Lead

Mrs C Hennegan
Part-time teacher

Music Coordinator
Outdoor learning

Mr M Pyburn
Part-time teacher

ICT Coordinator



What strengths have the staff that might support my child's needs?

Training completed in

Tier 1 Autism Training (TWTT)
Safe guarding
Dyslexia Awareness
Autism Awareness
Attachment Disorders
First Aid
Childhood trauma
Precision Teaching (TAs)
Epi-pen Training
Epilepsy Training
Diabetes Training
Colourful Semantics
Language for Thinking

Mrs J Haresign (TA)

Higher level TA.
Languages
Latin group

Mrs A Willis
School Administrator

Designated First Aider

Mrs S Johnson (TA)

Numeracy

Mrs J Whitehouse
School Business Manager

Mrs C Kearney (TA)

Counselling course
Level 2 held
ELSA trained
Lego Therapy lead

Mrs J Ozman (TA)

Teaching qualification
Lego Therapy

Mrs R Coates (TA)

Literacy Specialism
FRIENDS and Fun FRIENDS
IDL administrator



Who else might be involved in supporting my child's needs?

COGNITION AND LEARNING

- *EDUCATIONAL PSYCHOLOGIST
- *SPECIALIST TEACHER
- *DYSLEXIA OUTREACH

There are many **outside services** that may be involved with your child. Some services are 'bought' into school on a regular bases such as STT, others are referred to when a need is identified.

COMMUNICATION AND INTERACTION

- *COMMUNICATION AND INTERACION OUTREACH SERVICE
- *SPEECH AND LANGUAGE THERAPY
- *ECLIPS Team
(SALT: Speech and Language Therapy)

SOCIAL, EMOTIONAL AND MENTAL HEALTH

- *CASY Counselling
- *CAMHS (Child and Adult Mental Health Service)
- *GRIEF AND LOSS (Lincolnshire Co-op Tear Drop project)

MEDICAL, PHYSICAL AND SENSORY NEEDS

- *OCCUPATIONAL THERAPY (NHS)
- *PHYSIOTHERAPY (NHS)
- *TWTT (The Working Together Team):

What support is there for me; for parents?



LIAISE

For SEND information, advice and support in Lincolnshire. The advice is free, confidential and impartial.

Offers a confidential helpline and can offer initial help and advice by email or telephone.

Tel: 0800 195 1635

Email: liaise@lincolnshire.gov.uk

LINCOLNSHIRE PARENT CARER FORUM

This is an independent organisation run by parents for parents.

They offer a range of services from informal 'coffee and cake chats' through to specific training events.

Their website can be found following this link:

www.lincspcf.org.uk

Email: admin@lincspcf.org.uk

Tel: 07925 232 466



LINCOLNSHIRE LOCAL OFFER

By following the link below you can access information about a wide range of services available to support both you and your child within Lincolnshire.

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

What support is there for me; for parents?

PARENTLINEPLUS

This is a national family support charity that can offer you support on wide variety of topics.

Open 24 hours per day, seven days per week.

www.familylives.org.uk

Tel: 0808 800 2222



LINCOLN ADHD SUPPORT GROUP

A parent-run group to support parents or carers of those with ADHD.

www.lincolnadhd.org

Tel: 01522 539939

PAACT (Autism Support)

A support group for parents and carers of children or young people with Autism

Tel: 07935 222963

Email: paactsupport@hotmail.co.uk



What support will there be for my child's emotional and social well-being?

Pastoral and Social Support

* All staff build strong relationships with the children. When appropriate, some children are allocated a specific member of staff to support their development and learning in this area.



Peer mediation

* A peer mediation system is used in school whereby children are encouraged to use their own strategies to solve problems during play. There are 12 peer mediators all in Y5/6. They are overseen by Mrs Shaw.

Social Intervention Strategies

*Circle of Friends, Lego Therapy, Natter time and Social Stories are used to support children through small group work.

Play Leaders

*There are 3 Y4 play leaders and 3 Y6 play leaders.

These are overseen by [Miss Tysoe](#).

Communication and Monitoring

*Any incidents are appropriately recorded by the adults supervising play and lunchtimes.

*Pertinent information is always passed to the class teacher or TA as soon as possible.

Behaviour Policy

*Clear behaviour policy in place. Reviewed by governors annually.

Child Protection

*Mrs Shaw (head teacher) is the designated member of staff for child protection.

*Miss Perkins (DHT) is the deputy safeguarding officer.

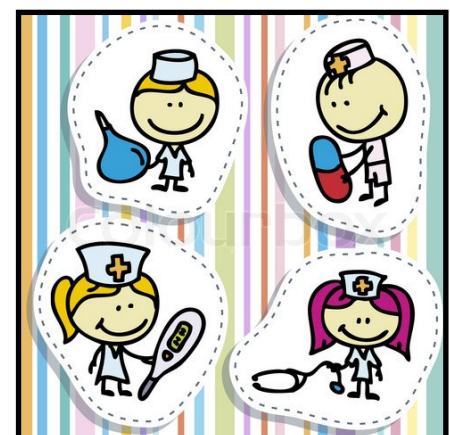
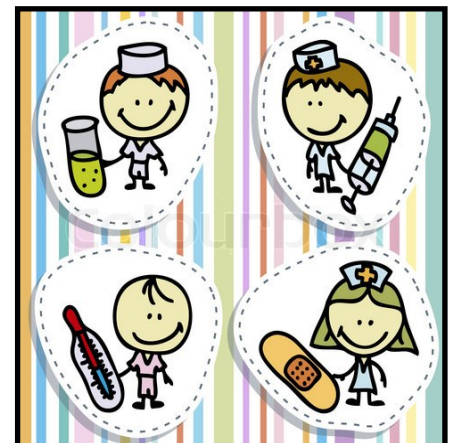
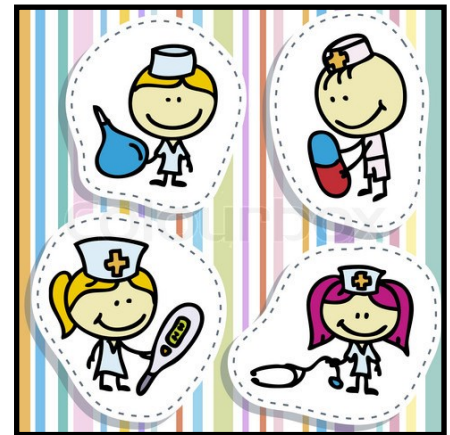
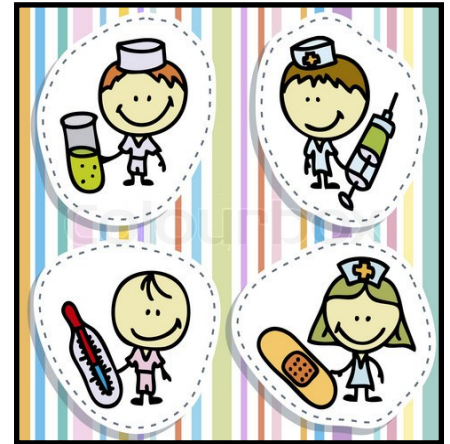
PSHE

*We follow the SEAL materials for PSHE and every class works on these throughout each term.

What support will there be for my child's medical needs?

Medical needs

- * All staff have had training on how to use: an epipen, buccal midazolam
- * All staff hold an up-to-date First Aid certificate.
- * Any accident is recorded in the 'Accident Book' which is held centrally.
- * Parents are not routinely notified about accidents but will be should the injury be severe, or if your child has a particular medical condition and you have asked us to do so.
- * Parents are always advised if their child has received a blow to the neck or head as a precautionary measure.



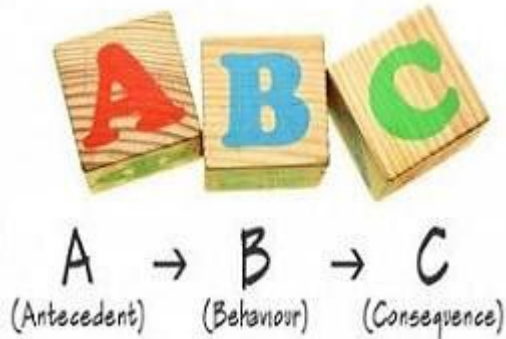
My child has medical needs, what should I do?

- * You should contact your child's class teacher and the school administrator and designated first aider.
- * If required a 'care plan' can be drawn up with referral to all relevant parties.
- * The care plan will inform all staff of the specifics of the condition and what should be done to support the needs of the child.
- * Liaison with NHS staff will be organised as required.

What if my child has on-going medication?

- * You should contact the front desk to make arrangements about who, how and when any medicines need to be administered. Any medicines need to be fully labelled with your child's name and dosage instructions.
- * School will only administer medicines prescribed by a GP and not over the counter remedies.

What support do you offer for my child's behaviour?



All children's behaviour is closely monitored. Should you, or the staff feel that your child needs particular support in managing their behaviour and making the right decisions, then the following process will be discussed with you.

ASSESS

Your child may be observed by an [Educational Psychologist](#), Behaviour Outreach Service (BOSS) or by another external agency (in the first instance) to understand the nature of your child's difficulties, e.g. attention, anxiety, aggression, cognition.

REVIEW

The targets will be reviewed with pupils, parents and adults in school. Next steps will be agreed.

PLAN

Specific targets are set for your child based on the professional's recommendations. Other outside agencies may also be contacted and involved.

Do

Interventions or strategies that have been agreed will be put in place, monitored and reviewed.

What happens if my child's behaviour remains an issue despite intervention?

School will work extremely hard to support your child with their behaviour.

Next steps, should behaviour continue to be an issue, might be to set up a multi-agency meeting (where ALL adults involved with your child are invited attend) to decide on the next steps to avoid exclusion.

Specialist outside agencies may be contacted to help design a 'behaviour plan' to support your child.

Branston Juniors follow the Lincolnshire Ladder of Behavioural Intervention, including the implementation of Pastoral Support Plans and working alongside BOSS (Behavioural Outreach Support Service).

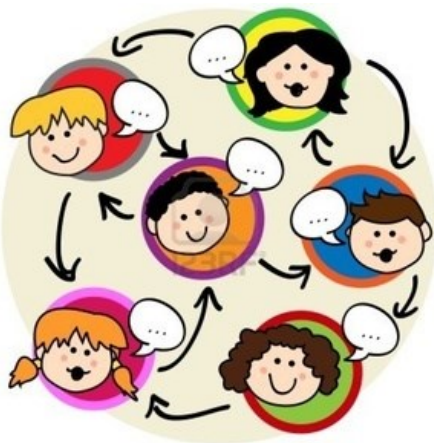
Exclusion is always considered to be the 'last resort' and is only used following an intensive programme of support and intervention for your child, taking on board advice from a range of professionals.



How will my child's views be heard?

ILP Reviews

We actively encourage your child to provide their opinions as part of ILP reviews—after all they are all about their learning.



EHCP Annual Review

*We would encourage your child to have input into their Annual Review process through the 'Child Voice' process or attendance (if appropriate).

*As part of the review process your child will be asked to complete a child-friendly questionnaire about their views.

Daily conversation

On an informal level staff are always noting children's comments about how they feel about themselves and their learning.

These are used as much as possible when planning interventions.



How will you match your curriculum to my child's needs?

If your child has Special Educational Needs then it may well be that they need support that is 'additional to' or 'different from' the rest of the children in the class as part of their [differentiated](#) activities.

Sometimes, when appropriate, your child might be taught outside of the class, but usually particular adjustments will be made to suit their needs within the classroom.

<p>Using ICT to record</p> <p>iPads Talk Tins Alpha-smart keyboards Clicker 7 word processing</p>	<p>Using ICT to support learning</p> <p>Programmes: eg Nessy/TT Rockstars Games and games apps Clicker 7</p>	<p>Using drama techniques</p> <p>Hot-seating Freeze-framing Conscience corridor Role play</p>	<p>Using thinking skills</p> <p>Making links between learning across the curriculum</p>
<p>Using concrete apparatus</p> <p>Practical resources such as cubes, number lines, whiteboards Numicon</p>	<p>Using seating for learning</p> <p>Position chosen to be near: adult support peer support friends</p>	<p>Using talk partners</p> <p>To share and discuss ideas and thoughts</p>	<p>Using visual aids</p> <p>Visual timetables Working walls Word mats Planning grids</p>
<p>Using different groupings</p> <p>Mixture of ability groups Independent work Adult-led work</p>	<p>Using pre-learning</p> <p>Key vocabulary and concepts may be introduced before lessons</p>	<p>Using WOW days</p> <p>Inspirational days to inspire children as topics start</p>	<p>Using support packs</p> <p>Individual packs with resources and materials your child may need</p>

What opportunities will there be for me to discuss how well my child is doing?



ILP Reviews

We invite you to attend regular ILP reviews for your child. These are reviewed 5 times per year; 3 of which are re views where we hope you will attend (the other two are internal).

Home-School Diary

If agreed by both parties, it may be useful to set up a home-school diary or regular email contact with your child's teacher.

Parents' Evenings

There are three parents' evenings throughout the academic year. They usually occur in;
October/ November,
March/ April
July.

Assessment or Observation Feedback

Whenever your child has been observed or assessed by an outside agency you will be provided with a full copy of their report as well as being invited to come into school to discuss it with your child's class teacher and/or the [SENCo](#).

General Teacher Feedback

You may ask to make an appointment to meet with your child's class teacher at any point during the year. Your child's class teacher may also request additional meetings with you.

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

There are a number of ways that Branston Junior Academy staff will know how well your child is doing.

Informal assessments such as:

- Teacher observation; pupil progress meetings (involving the adults who work most with your child).
- Assessment for Learning (AfL): teachers keep daily notes on their planning which informs the next lesson.
- Assessing Pupil Progress Sheets (APP): teachers update these records at the end of each sequence of lessons, marking how securely concepts have been grasped.
- PIVATs: These are used when children make smaller steps of progress than the usual expectations. This enables teachers to measure small steps of progress as well as being a useful tool for identifying 'gaps' and possible target areas.
- Weekly updates on EAZMAG (school's data analysis tool)

Formal assessments such as:

- * National Curriculum tests.
- * Assessed pieces of work.
- * Reading and Spelling ages.
- * Standardised assessments; these are undertaken by the [Specialist Teacher](#) or the [Educational Psychologist](#).



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



Analysing Data:

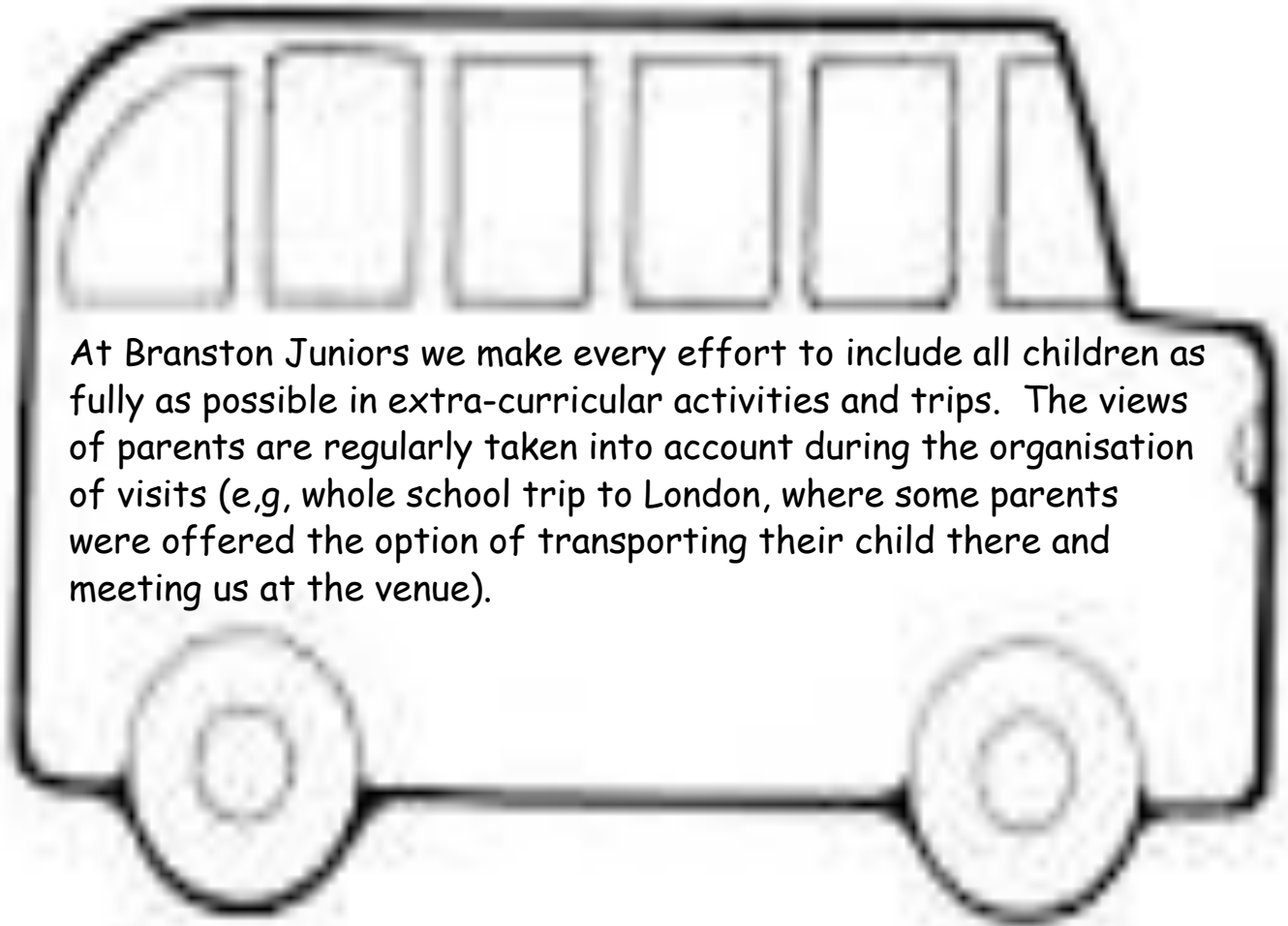
Data is carefully analysed frequently throughout the term:

- *Against age-related expectations
- *Against your child's base-line performance (ie as they start Y3)
- *Against your child's Y2 results
- *Against your child's previous 'check point' assessment

Check points occur at set points throughout the academic year and this is when teachers input your child's most up to date assessment. This may be through formal testing or teacher assessment, or a combination of both.

Both the SENCo and the Assessment Coordinator will analyse the check point data and this then informs staff about the needs of their children. This is shared with the Head Teacher.

How will my child be included in activities outside the classroom, such as trips?



At Branston Juniors we make every effort to include all children as fully as possible in extra-curricular activities and trips. The views of parents are regularly taken into account during the organisation of visits (e.g, whole school trip to London, where some parents were offered the option of transporting their child there and meeting us at the venue).

How accessible is the school environment?



We are a one-level site with ramped access to the main reception area and to three classrooms. There are two further flat or ramped access points.

We have the benefit of wide corridors and doorways thus enabling wheelchair access.

There are two disabled toilets.

Each classroom is fitted with a Smart board and projector enabling staff to easily increase magnification of work or background colour.

Alpha-smart keyboards, iPads, laptops, talking tins and other devices are alternative ways that children can access recording their work.

How will the school prepare and support my child when joining or leaving (transition)?



TRANSITION

As a junior school we have to make sure that our arrangements for transition both from the infant school to ours, and from our school to secondary school is as smooth as possible for **all** children (and their parents; we understand how anxious many parents feel about transition).

To ensure positive transition, the [SENCo](#) (Mrs Simpson) liaises closely with both the SENCo at Branston Infant School and at Branston Community Academy as well as any other 'feeder' school (i.e. any other school we 'receive' from or 'send' to).

Where appropriate you will be invited to attend additional transition meetings, alongside any other relevant professionals, so that your child has as positive a start at their new school as possible.

SUPPORTING Y2 to Y3 TRANSITION

- * All children in Y2 take part in a 'Theme Day' (linked to the topic planned for the September when your child starts) with the current Y3s and the Y3/4 teaching team (including teaching assistants) in the school hall at Branston Juniors.
- * 'Change Over Day', usually in the second summer term, is the time when the Y2s find out who their class teacher will be and who their classmates are.
- * Sometimes children with SEN or identified with particular needs (medical, anxiety about the move etc) benefit from additional visits to us in small groups. These usually happen after Change Over Day.
- * The teaching assistants who will be working most closely with your child will visit them at the Infant school on 'getting to know you' visits, prior to them starting with us.
- * Wherever possible, the SENCo from Branston Junior School will attend ILP reviews or EHC plan reviews prior to transition.
- * Branston Juniors holds a '[Parents' Information](#) session' during the summer term so that you can meet your child's class teacher and the Y3/4 team.
- * You are always more than welcome to book additional appointments to see the SENCo, or your child's class teacher should you have any further queries.



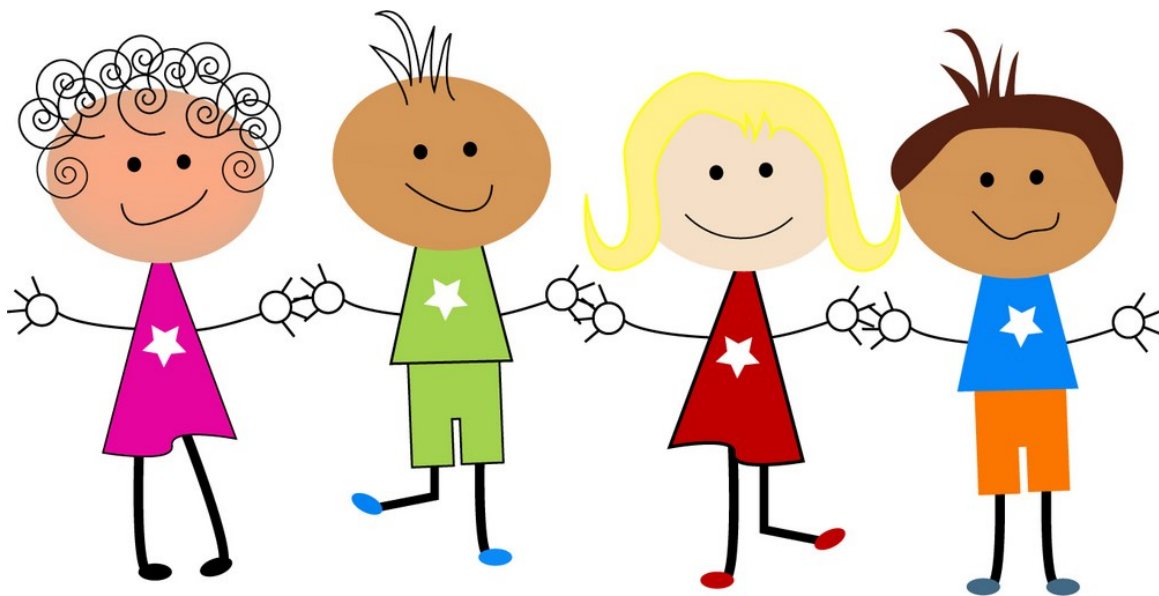
SUPPORTING Y6 to Y7 TRANSITION

- * 'Change Over Day', usually in the second summer term, is the time when the Y6s find out who their form tutor will be and who their classmates are.
- * Sometimes children with SEN or identified with particular needs (medical, anxiety about the move etc) benefit from additional visits to the Community Academy. These usually happen after Change Over Day.
- * If you feel your child would benefit from additional visits then please discuss it either with your child's class teacher or with Mrs Simpson. However, visits are coordinated by the Y5/6 teachers to fit in around end of Year 6 projects!
- * The SENCo from your child's chosen secondary school will usually attend ILP reviews or EHC reviews in the term prior to transition. If this is not possible, then alternative arrangements are made to ensure that important information is shared. These might take the form of 'transition meetings' where you can share information that you feel is relevant with the SENCo from your child's new school.
- * If your child is going to be designated a 'key' teaching assistant then opportunities for your child to meet them, prior to starting their secondary school, will be organised during the second summer term.
- * All relevant paperwork (ILPs, Pen Pictures, Meeting Minutes etc) are sent up to the chosen secondary school before the end of the summer term so that the SENCo there has all the relevant information when they are planning form tutors, groups and any additional support/ intervention.
- * You are always more than welcome to book additional appointments to see the SENCo should you have any further queries.



WHAT IF MY CHILD MOVES SCHOOL AT SOME OTHER TIME?

- * Whenever your child **starts our school**, we always encourage parents to come in and see their child's new class teacher—this is particularly important if they have an ILP or an EHC plan.
- * We will liaise with your child's previous school so that we can find out as much as we can about your child, so that we can ensure their transition is as easy as possible.
- * Should your child **leave our school** we will share relevant information with their new school as quickly as possible.
- * We would also welcome the opportunity to discuss your child with their new class teacher.



What can I do to support my child?



There are many ways that you can support your child at home.

Your child's class teacher will always be more than happy to discuss ideas with you and to suggest suitable resources.

Some general pointers:

- * Check out the website links on our website under 'curriculum'
- * Practise times tables with your child
- * Practise basic maths skills; such as number bonds to 10, 20 and 100
- * Practise doubling and halving
- * Use practical maths—especially in the kitchen!

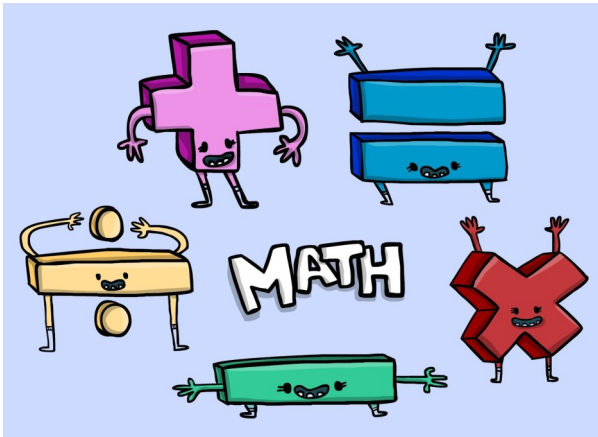
- * Read to your child every day (the importance of this cannot be overestimated)
- * Listen to your child read at least three times per week
- * Talk to your child about books, films, programmes you share on TV

- * Play memory games such as 'Kim's Game' or 'I went shopping and I bought..'
- * Play strategy games such as battleships, chess
- * Play visual games such as snap, pairs, Connect 4
- * Play turn-taking games and don't let your child win (handling disappointment, for some children, is very difficult)

Some parents might be asked to support their child at home using specific programmes that will support their child's development such as:

Toe by Toe, Teodorescu Writing Programme or IDL.

What training or learning events do you provide for parents?

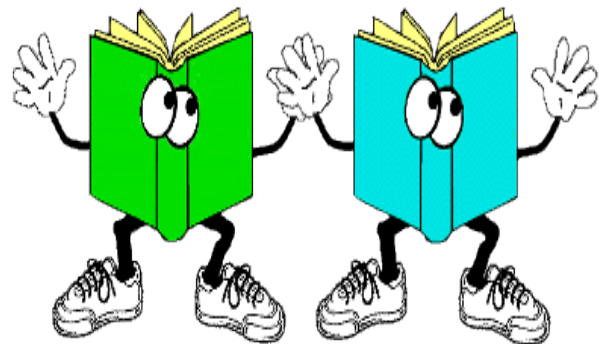


We hold parents' information sessions on the calculations methods that are taught in class.

These sessions also give you ideas on how you can help your child with maths at home.

During parents' information sessions we also discuss the genres of writing your child is taught in school, and some of the techniques we teach the children to use in their writing.

We also explain the ways that you can develop your child's reading.



Where the need arises we have hosted information and practical advice sessions run by '[Dyslexia Outreach](#)'.

In these sessions you will receive practical advice on how to support your child should you be concerned that they may have Dyslexia.



How can I contact the school?

You are more than welcome to contact the school in a variety of ways:

Email: enquiries@branstonjunioracademy.co.uk

Telephone: 01522 880555

Or call in to reception.

Who could I contact if I think my child has SEN/ has medical needs?



You can contact the SENCo—Mrs Simpson using the main telephone number or by email; Amanda.Simpson@branstonjunioracademy.co.uk

Mrs Simpson works as the SENCo on Wednesdays (classroom teaching Thursday and Friday) so this is the best day to organise an appointment.

Should you wish to speak with someone urgently then please contact the Head teacher, Mrs Rachael Shaw.