

Branston Junior Academy 'Local Offer'

CONTENTS

What should I do if I think my child has special educational needs?

How will school respond to my concerns?

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

What will school do to support my child?

What will school do to support my child (teaching assistants)?

What do you mean by differentiate?

What else could the school do to support my child?

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

Who organises support for my child?

What types of intervention might my child receive?

Who will support my child in school?

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

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

What support is there for me; for parents?

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

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

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

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

How will my child's view be heard?

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

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

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

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

Branston Junior Academy 'Local Offer'

CONTENTS

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

[How will the school prepare and support my child for transition: Y2 to Y3?](#)

[How will the school prepare and support my child for transition: Y6 to Y7?](#)

[What if my child moves school at some other time?](#)

[What can I do to support my child?](#)

[What training or learning events do you provide for parents?](#)

[How can I contact the school?](#)

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](#)

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 as often as every three months—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 methods 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 yourselves.

Discussions with your child.

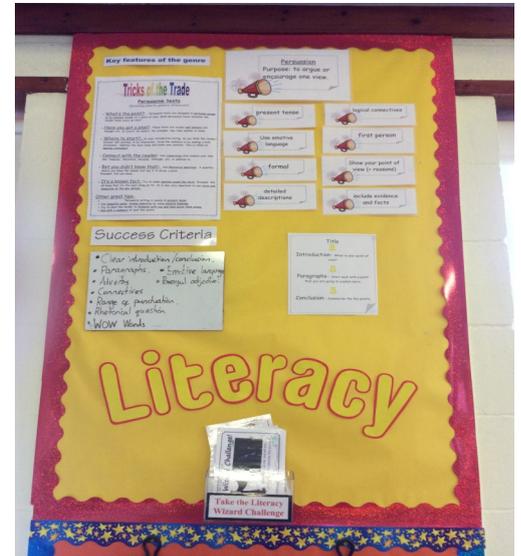
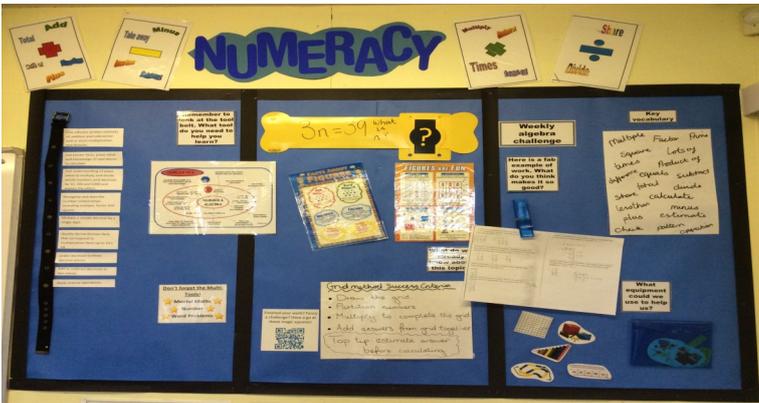


Observations made by the teaching assistant working in your child's class.

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, literacy 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.

VISUAL TIMETABLE

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

 English	 SPaG	 Numeracy
 Science	 History	 Geography
 Reading	 Guided Reading	 Break Time

TEACHING ASSISTANTS

- We are extremely fortunate at Branston Junior Academy as EVERY classroom has a teaching assistant to support the children with their learning in maths and in literacy.
- Teaching Assistants are used in a variety of ways:

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.

Mr Bursey is currently the lead play supervisor outside.

- The teaching assistants are broadly split into two teams:

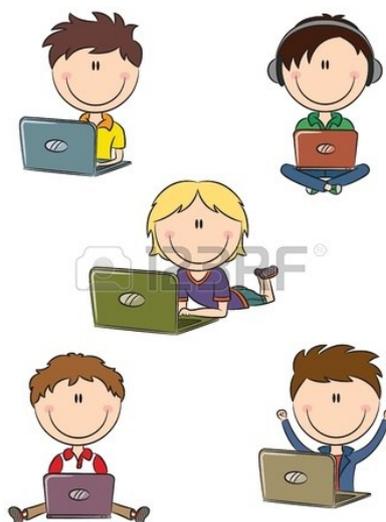


What do you mean by 'differentiate'?

Class teachers differentiate your child's work according to their strengths and weaknesses. 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:

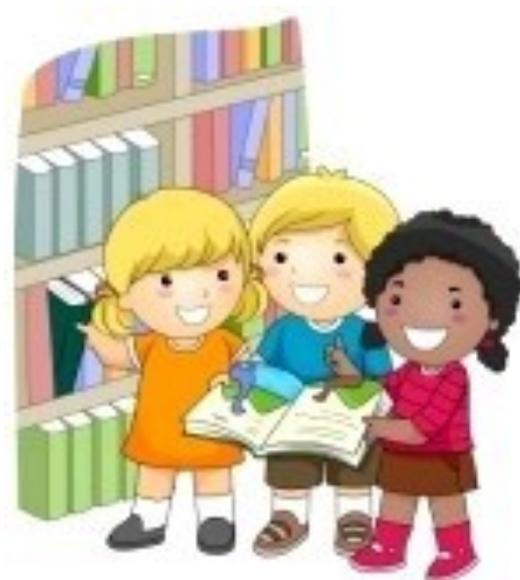
- Content** The content of your child's work may be adjusted so as to ensure that it is relevant to them.
- Pace** Your child might have opportunities to work at a pace, in lessons and during interventions, that is suited to them, ensuring that they are given the chance to have 'mastered' a skill before 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.



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

EVALUATE/ REVIEW

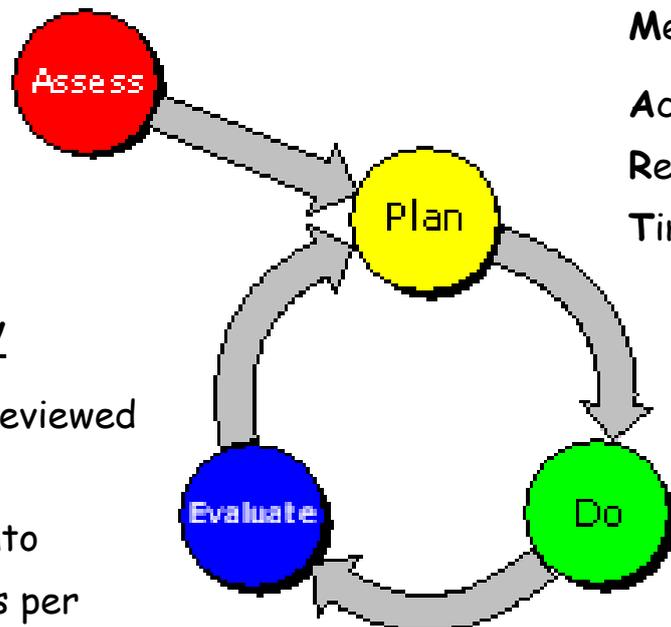
- * Targets are usually reviewed every short term.
 - * You will be invited into school at least 3 times per year to review your child's progress in addition to parents' evenings.
 - * You are also welcome to come in between times.
- Reviews evaluate:
- PROGRESS; WHAT WORKED WELL; NEXT STEPS

PLAN

Using targets generated from assessments.

Targets with usually be '**SMART**'

Specific
Measurable
Action-based
Realistic and relevant
Time-based



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
- Circle of Friends
- PSHE and 'R' Time (R=reflection)
- Think-it, Talk-it boxes in each classroom
- Play-based Learning intervention
- Reward strategies:
Whole school
Class-based
Individualised

Medical, Physical and Sensory Needs

- Fine Motor Skills Programme
- Play-based Learning intervention
- Specialist equipment:
pencil grips, writing slopes, Alpha-smart keyboards
- First Aider

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 every six weeks 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
- * resources needed to run the intervention

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 Basic Maths Skills Springboard Maths (Y3-5) Caroo Writing 1:1 Support in class Small group support in class	Talk Time Social Stories Circle Time SALT programmes Social Group Playground buddy First Call Folder resources TWTT (The Working Together Team) intervention Play Leaders Peer Mediation	Circle Time Circle of Friends Play-based Learning Social Stories TWTT (The Working Together Team) intervention	Motor skills programme Teodorescu handwriting programme First Move Folder resources

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 bases and sometimes in a group.

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

SENCo:

Provides support for classroom teachers.

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

Responsible for review meetings and statutory paperwork.

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

Miss L Perkins
Deputy Head

Maths Specialist
Teacher (MAST)
Assessment Lead
Maths Coordinator
IT Coordinator
Y6/7 Transition
Leader

Miss J Brinded
Y3/4 teacher

Drama

Miss A Kisby
Y3/4 Teacher

Literacy Coordinator
Y2/3 Transition
Leader
Peer mediator Lead

Mr B Simpson
Y5/6 Teacher

Autism Awareness
Drama/ Film making
specialism
Science Coordinator
Art, Design &
Technology Coordinator

Mrs K James (3 days)
Y3/4 Teacher

International Schools
Coordinator
British Culture & Na-
tional projects Coordi-
nator
History Coordinator
Geography Coordinator
Student Teacher
Mentor qualification

Mrs C Hennegan
Part-time teacher

Music Coordinator
PPA Cover Lead

Miss E Tysoe
Y5/6 Teacher

PE and Sports
Coordinator
PE Premium Coordinator
Residential Visits
Coordinator
Dance

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

AMBDA (Associate
Member of the British
Dyslexia Association)
SpLD (APC—Patoss)
Difficulties in Literacy
Development (Masters
Level)
SEN National
Accreditation Award
(Masters Level)



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

Whole staff training

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

Mrs J Whitehouse School Business Manager

Designated First Aider

Mrs R Coates (TA)

Literacy Specialism
 Y6 Booster (Literacy)

Mrs J Haresign (TA)

Higher level TA.
 Languages
 Latin group

Mr G Bursey (TA)

Play leader

Mrs S Johnson (TA)

Numeracy specialist
 Y6 Booster (Maths)

Mrs C Kearney (TA)

Counselling course
 Level 1 held
 Undertaking Level 2 counselling training

Mrs K Robertson (TA)

Cookery
 Beat Dyslexia/ Toe by Toe/ Nessy

Mrs A White (TA)

SALT training
 EAL (English as an Additional Language)
 Studying for degree in SEN.

Mrs J Brown (TA)

Higher level TA
 Beat Dyslexia
 Toe by Toe
 Play therapy
 Physiotherapy



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

COGNITION AND LEARNING

***EDUCATIONAL PSYCHOLOGIST:**

Ms Sarah Cooper (Educational Psychologist)

***SPECIALIST TEACHER:**

Mrs Helen Housam (STT: Specialist Teacher Team)

***DYSLEXIA OUTREACH:**

Mrs Lesley Shapcott

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:**

Adele Sheriff and Fran Burton (TWTT)

***SPEECH AND LANGUAGE THERAPY**

Ali Day (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):**

Adele Sherriff and Fran Burton

What support is there for me; for parents?



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/LSEN.php

Email: admin@lincspcf.org.uk

Tel: 0845 3311 310

LINCOLNSHIRE PARENT PARTNERSHIP

This is free, impartial information and advice service funded by Lincolnshire County Council.

They offer advice and guidance on a range of SEND issues.

Their website can be found following this link:

www.lincolnshireparentpartnership.org.uk

Email: parentpartnership@lincolnshire.gov.uk

Tel: 01522555351



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/home.page>

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.



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.

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 [Miss Kisby](#) and [Mrs White](#).

Social Intervention Strategies

*Circle of Friends and Social Stories are used to support children through small group work.

Child Protection

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

PSHE and R-Time (R=Reflection)

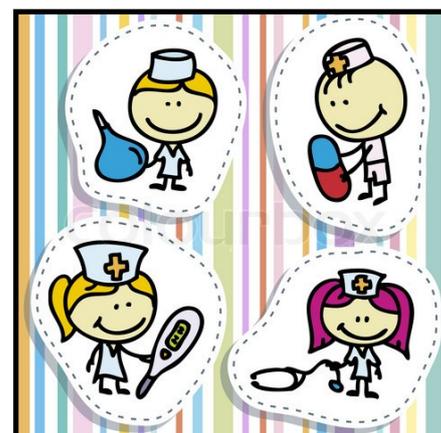
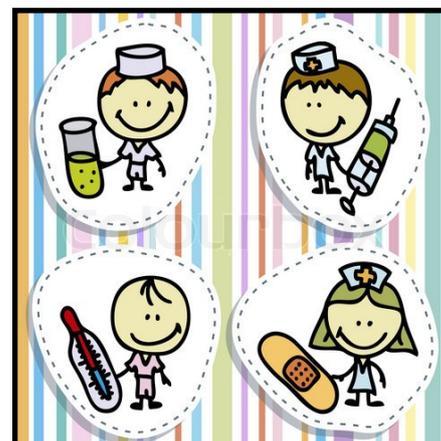
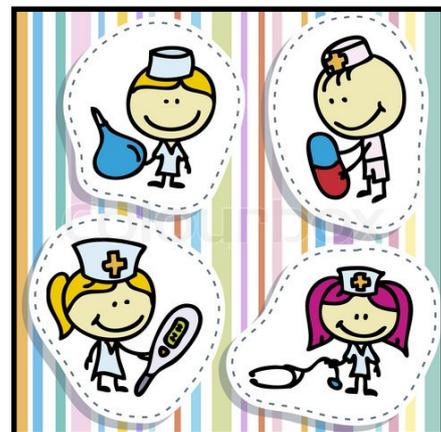
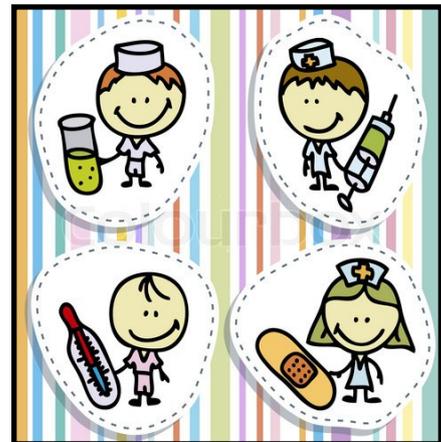
*We follow the SEAL materials for PSHE and every class works on these throughout each term.

*R-Time is weekly and offers children time to discuss either openly, or anonymously (through a written note) any concerns.

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.



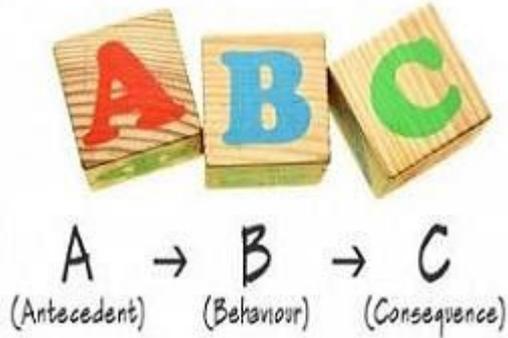
My child has medical needs, what should I do?

- * You should contact your child's class teacher and/or [Mrs Whitehouse](#).
- * 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.

What if my child has on-going medication?

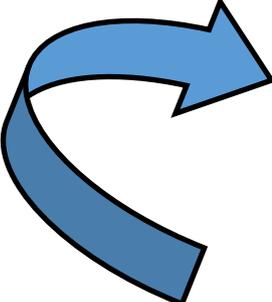
- * You should contact your child's class teacher and/or Mrs Whitehouse to make arrangements about who, how and when any medicines need to be administered. Any medicines need to be fully labelled with your child's name and dosage instructions.

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



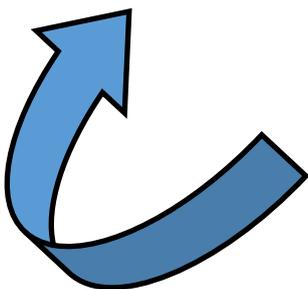
Your child may be observed by an [Educational Psychologist](#), Learning Pathways (TLC) or by another external agency (in the first instance) to understand the nature of your child's difficulties,

REVIEW

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

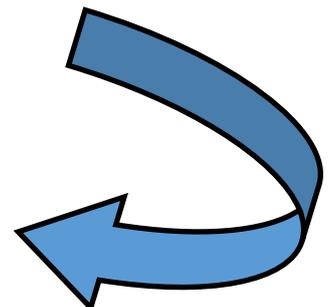
PLAN

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



Do

Interventions 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 attend) to decide on the next steps to avoid exclusion.

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

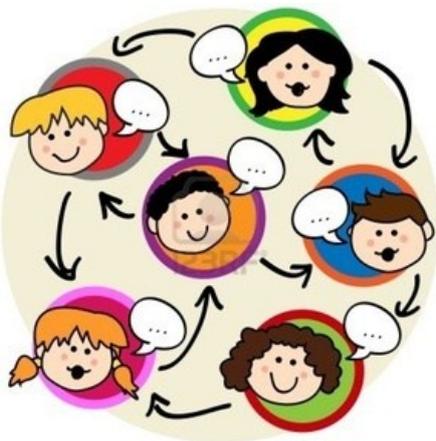
Exclusion is always considered to be the 'last resort' and is only used following an intensive programme of support and intervention for your child, taking on board advice from a range of professionals.



How will my child's views be heard?

ILP Reviews

We actively encourage your child to attend ILP reviews—after all they are all about their learning.



Statement/ EHCP Annual Review

*We would encourage your child to attend their Annual Review (all/part of).

*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</p>	<p>Using ICT to support learning</p> <p>Programmes: eg Nesy/ Word Shark/ TT Rockstars Games and games apps</p>	<p>Using drama techniques</p> <p>Hot-seating Freeze-framing Conscience corridor</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</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 reviews where we hope you will attend.

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,
March,
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.

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?



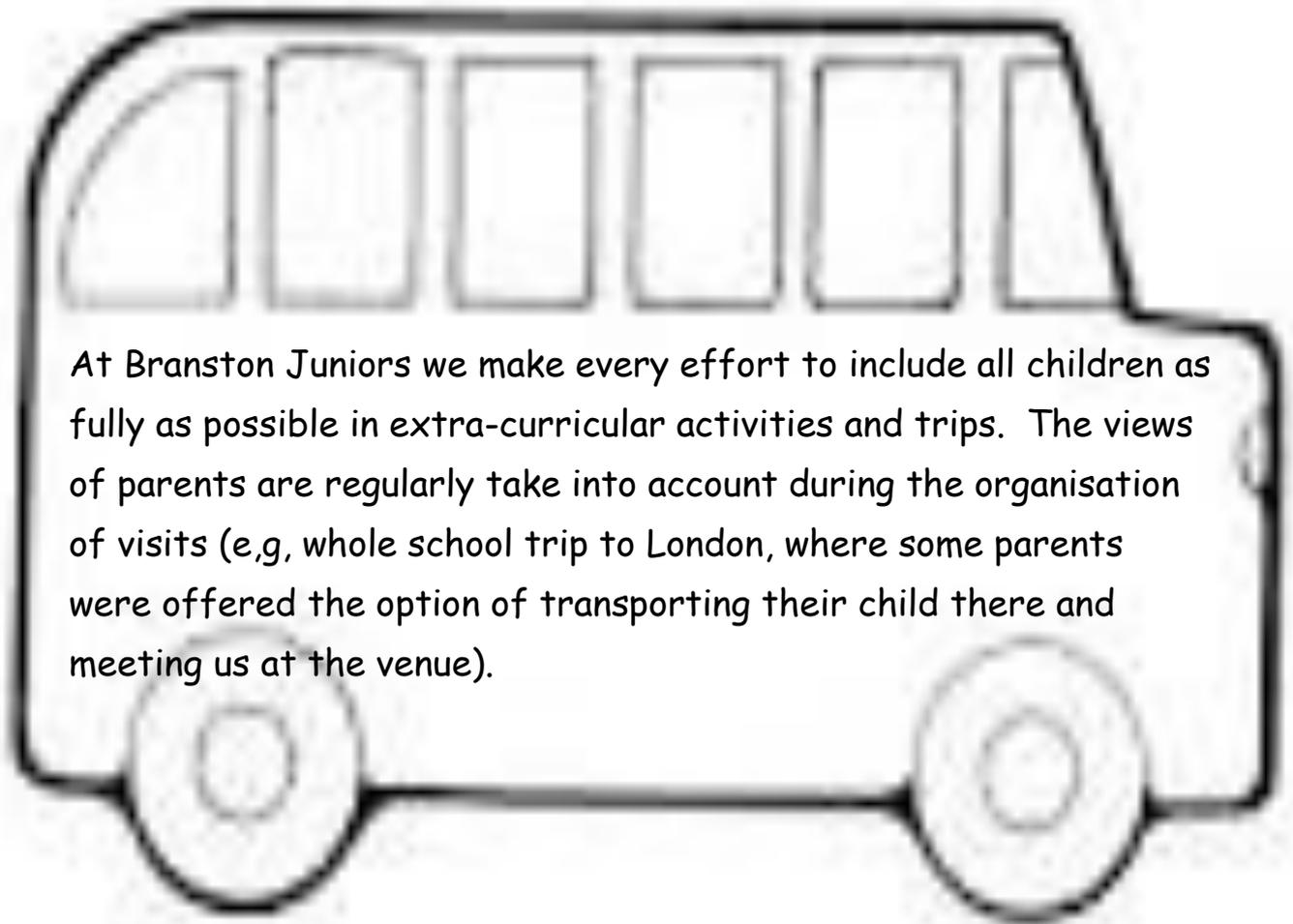
Analysing Data:

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 5 times per 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.

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 (Mrs Bayes-Green) as well as any other 'feeder' school (i.e. any other school we 'receive' from or 'send' to).

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.
- * On 'Change Over Day' they will also receive a letter from, and be introduced to, their buddy introducing themselves ready for September.
- * 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.
- * The SENCo from Branston Junior School will attend ILP reviews or Statement of SEN reviews in the term 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.



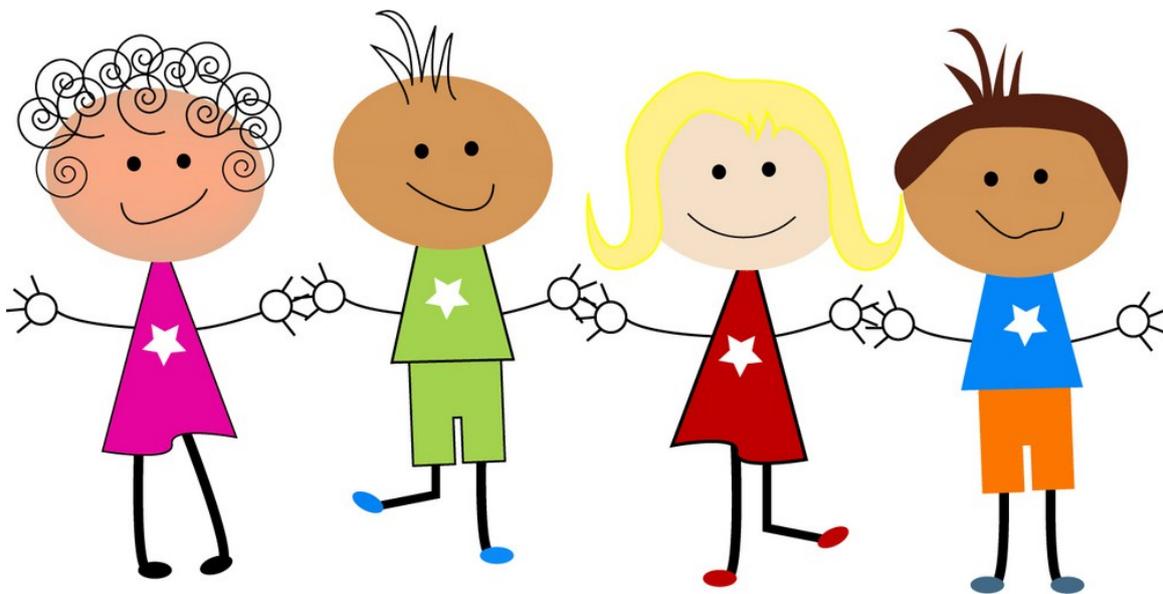
SUPPORTING Y6 to Y7 TRANSITION

- * '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.
- * The SENCo from your child's chosen secondary school will usually attend ILP reviews or Statement of SEN 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 a Statement.
- * 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 **leaves our school** we will share relevant information with their new school as quickly as possible.



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:

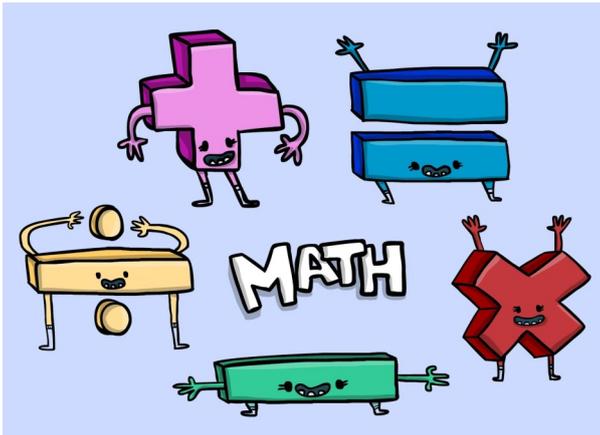
- * Practise times tables with your child
- * Practise basic maths skills; such as number bonds to 10, 20 and 100
- * Practise doubling and halving
- * Use practical maths—especially in the kitchen!

- * 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)

What training or learning events do you provide for parents?

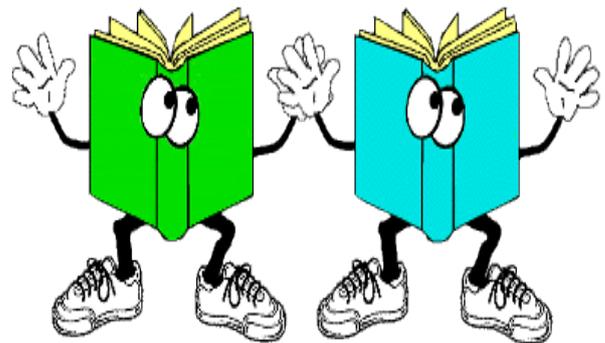
We hold some training events annually, whilst others are organised depending on the needs identified within our children at any one time.



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@branston-junior.lincs.sch.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 Amanda Simpson using the main telephone number or by email; amanda.simpson@branston-junior.lincs.sch.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.