

Ocklynge Junior School, Eastbourne

At Ocklynge we pride ourselves on our commitment to being an inclusive school. Our intention is to help every child who comes to our school to enjoy positive learning experiences and achieve their full potential. We offer a calm, caring environment and compassionate, committed staff who are keen to help your child succeed, and also to form a close working partnership with you.



The questions and answers below should give you all the information you need about our approach to special needs. You can also view our special educational needs policy (SEN Policy), available on this website and you are very welcome to come and talk to us about your child.

How will you know if my child may have special educational needs or need extra help?

- By talking to you and listening to your concerns
- By liaising closely with infant schools prior to your child joining us
- Through teaching staff observing your child in class
- Through informal and more formal assessments
- Through more specialised SEN assessments
- By liaising with other agencies or specialists as appropriate

Who will be involved in supporting my child?

The school has a Special Needs Coordinator (SENCo) who will coordinate the support for your child. Depending on the level of need, any or all of the following may be involved:

- parents
- class teacher
- class teaching assistant
- individual needs assistant
- specialist teacher
- nurture group leaders
- outside agencies as appropriate (eg educational psychologist, speech and language therapy service, South Downs special school autistic outreach support)

The above staff may provide in-class or out-of-class support, 1:1 support or small group work. All additional support would be planned, with your involvement. All support is regularly monitored and evaluated for its effectiveness and reported back to you.

How will the curriculum be matched to my child's needs?

Our intention will always be to provide support that allows your child to work within the normal class setting and to have access to the whole curriculum. Their work will be modified as appropriate so it has the correct level of challenge. They may also be given some additional adult support.

In some cases, to help children access the curriculum, it may be more appropriate for your child to work in small groups and very occasionally on a 1:1 basis away from class.

How will I know how well my child is doing, and how will you help me to support my child's learning?

- Regular formal and informal assessment of your child's progress
- Regular communication between school and home, either through class teacher, teaching assistant or other specialist staff from school
- Sharing of individual work programmes and how you can support at home
- Regular parent consultations and additional meetings as appropriate
- Home school books where appropriate
- Behaviour charts (coming home) where appropriate
- Opportunities for parent training workshops

What support will there be for my child's overall well being?

Your child will be based in one class for the year with a teacher, teaching assistant and individual needs assistant where appropriate. They will have responsibility for monitoring and ensuring your child's well being. Where necessary they will involve other school services, including:

- use of 'Pupil Voice' programme (to investigate pupils views)
- nurture Groups
- parent support advisor (supporting both child and family)
- qualified first aiders (following guidance from yourselves and a care plan)
- school nurse
- consistent approach to behaviour management with parental involvement as appropriate

What specialist services and expertise are available at, or accessed by the school ?

We have limited access to the following specialists, which are provided by other agencies, such as the NHS. We are therefore unable to guarantee their availability:

- A parent support advisor
- An educational psychologist
- Autistic Support Services from South Downs Special School
- Speech and Language Therapy Service
- Physiotherapy and occupational therapy through the NHS
- English as an Additional Language Service
- Children's Services
- Children and Adolescent Mental Health service (CAMHS)
- Service for Children with Sensory Needs
- Service for children whose first language is not English

What training do the staff have or are having?

There is ongoing training for staff to increase or refresh skills. This is done both internally and through external agencies. The types of training staff receive include:

- approaches to teaching reading
- understanding and working with children on the autistic spectrum
- dyslexia awareness (We are a Dyslexia Friendly School)
- understanding attachment

Many support workers have individual training for a child's specific needs, for example:

- physiotherapy to manage exercises
- occupational therapy
- specific speech and language programmes

How will my child be included in activities outside the classroom including school trips?

We are committed to supporting children to take part in all activities outside the classroom, including trips wherever possible. Parents are included in discussions around some activities, if there were any concerns.

How accessible is the school environment?

- The ground floor is fully wheel chair accessible
- There is a classroom for every year group on the ground floor
- There is a disabled toilet

How will the school prepare and support my child to join the school, or transfer to a new school ?

We have effective transition arrangements with infant schools:

- All records and information about your child is discussed and passed on between schools
- Extra pre-joining visits for children as appropriate
- Continuing care from outside services, if possible
- Visits to new children's homes if appropriate
- Meeting with parents if appropriate or requested

We also have effective transition arrangements with secondary schools:

- All records and information about your child is discussed and passed on between schools
- Extra pre-joining visits for children as appropriate
- Continuing care from outside services, if possible

How are the school's resources allocated and matched to children's special educational needs?

Resources will be allocated on a needs basis, taking into consideration the school's budget.

How is the decision made about what type and how much support my child will receive?

- Evaluating the child's needs by school, with the parents involvement
- Examining information from school observations and assessments
- Meeting between school staff, parents and child to plan an appropriate strategy
- Including outside agencies as appropriate
- Allocating resources as appropriate to deliver any plans

How are parents involved in the school ? How can I be involved?

We are keen to involve parents in all aspect of the school life. Below are some of the opportunities available:

- Individual learning plans discussed with parents including the role they can play, through both informal and formal meetings

- Opportunities to volunteer in school
- Opportunities to be parent governor
- Opportunities to join The Friends
(A group of parents who arrange activities to support the work of the school)

Who can I contact for further information?

All staff can be contacted on 01323725839 or via office@ocklynge.e-sussex.sch.uk

The class teacher is the first point of contact. If they be unable to answer your query the following staff can be contacted:

Head of Year:

Year 6 – Miss J. Hatt

Year 5 – Mrs Z. Linzey

Year 4 - Mrs N. Cavaliere

Year 3 – Mrs S. Bode

SENCo: Mrs R. Willer

Assistant SENCo: Mrs S. Souto

Assistant Head Teacher / DSL: Mrs S. Berhane

Deputy Head: Mrs S. Denton

Head: Mr J. Reynard