

Name of School	**Robin Hood Junior School**
Address	Thorncroft Road, Sutton
Postcode	SM1 1RL
Name of contact person	Mrs Parker
Telephone	020 8642 4292
Email	office@robinhood-junior.org.uk
Website	http://www.robinhood-junior.org.uk
Who will I contact to discuss the concerns or needs of my child?	At Robin Hood Junior School we want to work closely with you as parents and carers and we encourage you to discuss any concerns you have about your child with us. The first person to contact is your child's Class Teacher. They monitor the daily progress of your child and liaise with key staff about any interventions needed to support them. Other staff who may be contacted include: • The Year Group Leader, who has responsibility for the progress of all children with the year group and deals with concerns which cannot be dealt with by class teachers • SENDCo: Mrs K Parker • Head Teacher: Mrs E Broers • SEND Governor: Mrs S Donald • Teacher overseeing Children who are or have been Looked After: Mrs E Broers • Teacher responsible for Safeguarding and Child Protection: Mrs E Broers

	Appointments to see individual staff can be made at the school office, Tel: 020 8642 4292 Email: office@robinhood-junior.org.uk
How does the school know how well my child is doing?	The progress and achievement of all pupils is continually monitored by all relevant staff through on-going observation and assessment. Each term, children are teacher assessed against National Curriculum Standards. Regular review meetings are held with senior staff to track progress towards outcomes and evaluate any interventions. All children are discussed with the Leadership team during pupil progress meetings.
How will I be kept informed about how well my child is doing? ***How regularly will I be updated on my child's progress?***	Parents and carers of all children, including those with SEND, are invited to meet with class teachers during the Autumn and Spring Terms to discuss progress. At the end of the year a written report is sent home. Children who have a Learning Plan will have this sent home termly. Appointments at other times can always be made through the school office. If a class teacher has a concern, they will contact you directly to discuss.
If a child is not making progress: **Will I know if my child is not making progress and what will happen?**	If your child is not making progress the class teacher will discuss this with you at Meet the Teacher, or will make an appointment to see you sooner if appropriate. If you are concerned about your child, we encourage you to discuss this with us at any time. Additional support may be provided for pupils in the form of resources according to specific need. This will be after discussions with key staff, parents / carers, the pupil where possible and, where relevant, external agencies. We track all children's progress and know that some children will need a greater level of support than others to achieve their potential. All pupils have the expectation of 'Quality First' teaching, where good quality teaching and suiting work to individual children means that every pupil is included. The needs of all children are taken into account, with high expectations for them. This is supported by whole-school policies - it is part of the planning and beliefs of the school as a whole. Wave 2 is more targeted at pupils with SEND specifically. There could be access to specialist resources within the school, such as nurture groups, therapies, identified interventions and some 1:1 support. This can be for general 'catch-up' or the start of the graduated approach cycles of Assess, Plan, Do, Review.

	Wave 3 is usually where an external specialist may be asked to advise on more specialised support, generally where a student has not progressed as well as expected with the current additional support. This would form part of subsequent cycles of the graduated approach. If your child continues to experience significant difficulty engaging in school life, or is making lower than expected progress academically they may work at Wave 3 with specialist outside agencies. Their recommendations and our assessments may indicate they should be put forward for a statutory assessment of their needs. This would usually be through an Educational Health Care Needs Assessment which goes through a Local Authority panel. This will determine whether your child needs an Educational Health Care Plan.
What is the curriculum and how is it taught?	All subjects are taught explicitly across the year and the children engage in a wider curriculum including trips, visits or visitors, clubs, enrichment activities; whole school days and assemblies. All children follow the National Curriculum (2014).
How will the curriculum be adapted to meet my child's needs?	Teachers are skilled at adapting the curriculum to suit the individual needs of children. This may be by adapting the task or by adjusting the expected outcome. Different strategies or resources may also be used to meet the needs of individual children.
How flexible can teachers be in meeting my child's needs?	Groups are organised carefully to maximize learning opportunities for all. These may include whole class, small groups of children of similar or mixed ability or children working individually.
Is there any additional support available to help my child reach his / her expected outcomes?	Additional adults may be used to help groups or individuals. The aim of individual support is to build independence. Support staff may work in class or withdraw children to take part in interventions. When considering an out of class intervention, we will always consider what the child is missing in the classroom. Most interventions will take place within the lesson or classroom. Support will be determined by individual need and may be short or long term.
Are there any special features or strategies to help children learn?	We use a range of interventions according to children's needs. These are reviewed regularly in line with children's progress. All children are encouraged to read regularly at home and at school; to practise basic maths skills and spelling strategies. Some children will receive additional support to develop their literacy or maths skills; others will receive support from the OT/ sensory needs team; from staff trained in emotional support or from the Speech and Language Team.

How do I know my child's particular need will be met?	Your child's progress will be monitored closely and will be discussed with you at Meet the Teacher, including any Special Educational Needs.
What arrangements are available for children to access tests and assessments?	A range of access arrangements are available to remove barriers so that children can perform to the best of their ability in tasks in the classroom and in assessments. These may include: • Additional time • Rest breaks • A scribe • A reader Children with medical needs or who experience marked anxiety will have adjustments made where possible, according to their individual needs.
How will I know if my child qualifies for additional support or time to access tests?	You will be informed by your child's class teacher or the SENDCo
How does the school help my child to feel comfortable and safe and manage social situations?	We value the emotional and social development of your child highly and seek to make all children feel safe and comfortable. All children follow the Personal, Social and Health Education (PSHE) curriculum. This includes RSE (Relationships & Sex Education). We have a clear Behaviour Policy and the children engage with identifying positive and negative behaviours. Pupil surveys and Pupils Voice groups are carried out regularly and we aim to respond to any concerns raised by children. Staff are on duty at break time, lunchtime, before and after school. The school has secure exits monitored by CCTV. All staff regularly receive training on safeguarding.
How does the school help develop my child's social and emotional skills?	In addition to the support offered to all, some children will benefit from: • Mentoring activities by an adult or peer. We have staff trained in supporting the emotional wellbeing of children • Groups to develop social skills or enhance self-esteem • Access to specialist external support agencies • Home / School Liaison through homework diaries • Visual timetables and visual cues • Lunchtime and after school clubs e.g. breakfast club, football, cookery. These clubs vary each term and details can be obtained from the school office, the school website and through newsletters

Is there Early Help Support in the Community?	In addition to support offered in school (see Social and Emotional Support) we are able to signpost families to other help in the community such as parents' workshops and specific programmes for children when available.
What is the school's policy on bullying?	We take issues of bullying very seriously and encourage children and parents to discuss any issues with us. There is additional monitoring for pupils with SEND. See our Behaviour and Anti-Bullying Policies.
What facilities are in the school to assist children with disabilities move around the building and take part in lessons?	A number of classrooms are at ground level. Staircases have rails. All areas on the ground floor are accessible by wheelchair with ramps in place where necessary. Where possible and with advice from other professionals, we seek to ensure that children with sensory needs such as HI or VI are planned for and supported with specialist equipment where necessary. Reasonable adjustments will be made where appropriate including Personal Evacuation Plans. We comply with duties under the Equality Act 2010.
How do I know my child will be able to access all lessons?	Your child's needs will be discussed with you regularly and if there are any difficulties in accessing lessons, both you and they will be consulted.
Who does the school work with?	At Robin Hood Junior School we work with a wide range of outside agencies. These include: • Previous schools a child has attended • Early intervention services • Educational Psychology Service • Sensory Impairment Service • Autism Service • Occupational Therapy • School Nurse • Speech and Language Therapy • Child and Adolescent Mental Health Service • Social Care Team • Voluntary and charitable services A referral will be subject to meeting the referral criteria for that service. Information about services which may be accessed directly by parents can be found on the Local Authority Information Hub: https://suttoninformationhub.org.uk/pages/send-local-offer
How does the school work with other agencies?	Dependent on a child's area of need, we may seek the advice of other professionals, either for assessment or for direct work with pupils and / or families. Where appropriate we will seek training for staff to accommodate / further understand specific needs.

How will I be informed?	We will always discuss a referral with parents and carers. The referral will be made by the SENDCo or other senior teacher, in discussion with the class teacher.
How will the school help my child settle with confidence and manage change as they move between schools and year groups?	Transition into a new environment can be a stressful time for all children and we seek to make that as smooth and enjoyable as possible by preparing them in advance. Some children need more support than others and we seek to help them in the following ways: Starting school in Y3: In addition to the programme of visits arranged for all children, vulnerable children will have an additional visit to look around the school in a small group, accompanied by a member of staff from Robin Hood Infants. You may also wish to make an individual appointment to meet with the SENDCo to discuss your child's needs. The SENDCo will meet with the SENDCo from the previous school to discuss the children on the SEND register. If your child has an EHCP, the Local Authority will consult us prior to them arriving to ensure we are able to meet your child's needs. This will happen through the annual review process which you will be a part of. If we are aware of your child's arrival in the academic year before they're due to start then the SENDCo will be invited to their annual review where possible. Transferring to Secondary School: The SENDCo will liaise with the new school during the Summer Term of Y6 at a secondary transfer meeting. Additional visits will be arranged for children who may need extra work around transitioning to a new a setting. Moving between year groups: All children get the opportunity to meet their new class teacher before the end of the Summer Term. Where children are anxious about change, a book may be made with the child, containing information and pictures about the next school or class. This can then be taken home and looked at during the school holidays. Where a pupil transfers from or to a new school during an academic year, every effort will be made to make sure that information is exchanged between settings and the child is helped to settle in.
What facilities do you offer? For example: Breakfast Club; After School Clubs	We operate a paid Breakfast Club each day from 7.30am, staffed by our Teaching Assistants. We have an After School Club (also paid), run by an external provider. Other clubs vary each term and details are sent by ParentPay or can be obtained through the school office. All children are supported to attend. Some are free and others have a charge.