

Name of School	Robin Hood Junior School
Address	Thorncroft Road, Sutton
Postcode	SM1 1RL
Name of contact person	Mrs K Parker
Telephone	020 8642 4292
Email	office@rhj.school
Website	http://www.robinhood-junior.org.uk
Contact to discuss child needs: 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 progress of your child and liaise with key staff about 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 / Assistant Head Teacher: Mrs Parker • Head Teacher: Mr Webster • SEND Governor: Mrs S Donald • Teacher overseeing Children Looked After: Mrs Parker • Designated Safeguarding Lead responsible for Safeguarding and Child Protection: Mrs E Rix (Mr Webster, Mrs Parker and Mr Kench are also trained DSLs and may be the person you speak to) Appointments to see individual staff can be made at the school office, Tel: 020 8642 4292 Email: office@rhj.school
Assessing children: 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 complete summative testing and there is ongoing teacher assessment throughout lessons. There are regular Pupil Progress Meetings where teachers and senior leaders discuss the progress and attainment of all pupils.
Informing parents and carers Updates on progress: 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 whose child is on the SEND register will be invited to a termly SEND review with Mrs Parker and the class teacher. We collaboratively create SEND support plans and targets, these are shared via Edukey. At the end of the year a written report is sent home. Appointments at other times can 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 parents' evening 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 is provided for pupils via additional resources according to specific need after discussions with key staff, parents / carers, pupil and, where relevant, external agencies.
Curriculum: What is the curriculum and how is it taught?	All children follow the National Curriculum (2014). We currently use Power Maths scheme for our maths curriculum with other resources such as NCTEM supporting it. The children engage in various events linked to the curriculum such as museum trips or visitors throughout the year.
Adapting for child needs: 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. Different strategies or resources may also be used to meet the needs of individual children. We have a Teacher Toolkit which is a working document that staff add to with resources, strategies and ideas that have worked in their classroom.
Teacher flexibility on child needs: 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.
Additional support: 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 facilitate independence. Support staff may work in class or withdraw children to take part in interventions. Support will be determined by individual need.
Learning strategies:	All children are encouraged to read regularly at home and at school.

Are there any special features or strategies to help children learn?	Some children will receive additional support to develop their English or maths needs, others will receive support for their sensory or social and emotional needs.
Meeting child needs: 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 parents' evening, including any Special Educational Needs. You can always contact our SENDCO via the school office if you have concerns you want to discuss.
Access to exams: 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.
Additional support or time for exams: 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.
Comfort, safety and socialising: 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. Pupil surveys and pupil 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. We have 'Chatterboxes' around school where the children can write notes to share things with staff that they may not want to verbally share.
Developing social and emotional skills: 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: • We have staff trained in supporting the emotional wellbeing of children. This may be drawing and talking, creative conversations, ELSA or Lego Therapy. • Groups to develop social skills or enhance self-esteem • Access to specialist support, e.g. CAMHs, Autism Support Team, Paving the Way • Visual timetables and visual cues • Lunchtime and after school clubs e.g. breakfast club, football, chess, cookery. These clubs vary each term and

	details can be obtained from the school office, the school website and through newsletters
Early Help Support in the Community (Tier 2)	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.
Bullying: What is the school's policy on bullying?	We take allegations of bullying very seriously and encourage children and parents to discuss any issues with us. See Behaviour Policy and Anti-Bullying Policy.
Disability Support: 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 and the placement of each year group is flexible. 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 Hearing Impairment or Visual Impairment are planned for and supported with specialist equipment where necessary. Reasonable adjustments will be made where appropriate. We comply with duties under the Equality Act 2010.
Accessing Lessons: 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 you will be informed and told what it is working or what we will try.
Who we work with: 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 • Hearing and Visual Education Service • Autism Outreach 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 'Local Offer' website: http://localoffer.sutton.gov.uk/suttonlo/
Working with other agencies: 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 gain training for staff to accommodate / further understand specific needs.
Informing parents and carers: 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.
Helping your child to settle with confidence: How will the school help my child settle with confidence	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

and manage change as they move between schools and year groups?	support than others and we seek to help them in the following ways: Starting school in Y3: For children joining us from Robin Hood Infants: In addition to the transition visits arranged for all children, we hold 2 – 3 additional inclusion visits. These are for children who may be vulnerable due to safeguarding or their SEND, for children who may be anxious about transition to a new school or children with medical needs. This group is usually about 15 – 20 children and they attend for a few hours at a time with staff from the infant school who they are familiar with. Both class teachers and senior leaders have handover sessions with the infants including safeguarding and SEND. If you would like to meet with our SENDCo before your child starts, please contact the school office in the second half of the summer term to arrange. For children joining us from other schools: If we are aware of your child joining Year 3 then we will invite them to our transition day as early as we can. If your child joins in the school year then we will invite you and your child in for a tour of the school and to meet their class teacher before they start. 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 transition page or social story 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.
Extended School Day:	We operate a breakfast club each day from 7.30am, staffed by our Teaching Assistants. We have an After School Club, run by an external provider.

What facilities do you offer? Eg. Breakfast Club; After School Clubs	Clubs include football, cookery and chess. They vary each term and details can be obtained through the school office.