



### What is Ringwood Junior School like?

Ringwood Junior School is a three-form entry school serving the area of South Ringwood in the New Forest. We currently have **352** pupils on roll (July 2026) between the ages of seven and eleven. Our school provides a welcoming and caring environment where all children are inspired to reach their full potential. We are committed to achieving the best for all our learners within an ethos of support, care and high expectations. Ringwood Junior School has a very dedicated team of staff, parents and governors who work closely together to ensure high quality educational opportunities for all our children. We are very proud of our pupil's high achievement and exemplary behaviour.



### 1. Who should I contact if I am considering this school for my child?

The name of the Special Educational Needs Co-ordinator (**SENCo**) at Ringwood Junior School is Mrs Carly Thornton.

### 2. How does the school know that students may have special educational needs?

At Ringwood Junior School your child may be identified as having Special Educational Needs (**SEND**) through a variety of ways. These include communicating with your child's previous school, identifying that your child is performing below age expected levels, consulting with the child's parents and carers, concerns raised by teacher and liaising with outside agencies or health professionals.

**3. What can I do if I think my child may have additional needs or I have concerns?**

If you have general concerns regarding your child the first step would be to arrange a meeting (telephone call) with the class teacher. Where appropriate, if further action is required, the **SENCo** will investigate the concerns and arrange a conversation/ joint meeting with parents to feedback the findings (virtually if possible). Further communications, if relevant, between the **SENCo** and parents, can include emails, letters and telephone conversations. The **SENCo** is also available at parent consultation evenings should you wish to make an appointment.

**4. How will I know how well my child is doing?**

The school sends termly reports to parents and carers in the Autumn term, the learning Attitude and Behaviour report lets parents know how well children have settled into their new classes, and are demonstrating appropriate learning behaviours.

In the Spring term data reports are sent out and these summarise a child's academic progress. In the Summer term, the annual report is sent out and comments on a child's achievements in all areas of the curriculum.

There are also opportunities to attend (or virtually attend) open evenings in the Autumn, Spring and Summer terms, when you have the chance to look at your child's work and talk to their teacher. You will also be given information about how well your child has done in statutory tests such as the end of Key Stage assessments.

Your child may also be given stickers and reward charts to praise good work or behaviour. If it is appropriate, a home/school communication book can keep you informed about daily or weekly progress.

If your child is on the **SEN** register there will be termly opportunities, linked to open evenings, to discuss their progress and targets for the coming term. The **SENCo** also speaks bi-annually (virtually or on the telephone) with all parents/guardians of pupils identified on the **SEN** register to discuss the pupil(s) needs and progress made. As a school we aim to work in partnership with you to ensure that your child receives the most appropriate support to meet their individual needs.

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

As a school we measure your child's progress in learning against national expectations and age-related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track and monitor progress throughout Key Stage 2. The school uses a variety of methods to help track progress including Teacher Assessment, National Curriculum assessments, regular reading, arithmetic and spelling tests.

Children who are not making expected progress are identified through 'Pupil Progress Meetings' between the class/set teacher and a member of the Senior Leadership and Management Team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

Children working below Age Related Expectations for English and Maths are given SMART Targets. These are placed in the front of their exercise books or somewhere where the child has easy access to them. If the child has not made progress towards their targets, the reasons for this will be discussed, then the target may be adapted into 'smaller' steps or a different approach may be tried to ensure progress is made.

**6. How will you help me support my child?**

1. Parent workshops on current teaching methods
2. Parent workshops on ways to help at home
3. Help Sheets on specific learning strategies taught at school
4. Directing parents to other organisations that can support families
5. Open days to see a child's learning in progress
6. Parenting courses
7. Meetings with the class/set teacher/SENCo

**7. How will the school share information with you?**

General information about day to day activities that the children are involved in is available on the school website, which is frequently updated. There is a school newsletter which is available in electronic format on the website, and sometimes posters will appear on classroom doors or the school notice board with specific information. We also use Parent Mail (via e-mail or text) to remind you of forthcoming events or emergency information. The school also values regular contact with parents and carers and has an 'open door' policy. If there is a specific issue regarding your child, we may phone, write or email you on an individual basis or speak to you face to face whenever possible. This includes members of the Senior Leadership Team (SLT) available at the gate at the beginning of the day and teachers on the playground at the end of the day.



**8. How will the school ensure that my child is included in all aspects of school life?**

When activities outside the classroom, such as trips, clubs, sports days etc, are arranged, a full risk assessment of the site, activity and children's needs is carried out. Parents are contacted and appropriate adaptations, resources or expertise are put in place. Within the classroom we are dyslexia and communication friendly. Current initiatives and resources influence and support the accessibility of the curriculum for all children, including specialist online programmes such as Reading Eggs to support children who need additional support with their reading. The school building has been adapted for easy wheelchair access to all areas, including an accessible toilet and shower room.

**9. How will the school match the learning to the needs of my child?**

All of the learning opportunities children experience at Ringwood Junior School are adapted and tailored to suit their needs this is called 'Ordinarily Available Provision'. Please refer to the document titled 'Ordinarily available provision and special educational needs and disabilities support guidance' which is found on our school website in the SEND Provision section, for more information.

**What is ordinarily available provision?**

This is the provision made available in school for every child, every day. Ordinarily available provision is the underpinning principle that enables an inclusive learning environment to be established, so that every child can succeed.

**Implementing ordinarily available provision**

A graduated approach to ordinarily available provision is put into practice at Ringwood Junior School using a variety of methods. This could be by:

**Learning**

The learning could be adapted by task (by being given a different activity to complete), the level of support a child receives during the lesson (from an adult or his/her peers), or by outcome (the amount of work expected to be completed by the end of the lesson). Using a variety of types of adaptation enables all children to learn and achieve in a way that best suits their own learning style.

**Environment and Learning Spaces**

Some children may benefit from adapted furniture; a lower sensory environment; specific seating arrangements; concrete resources to use during lessons and a focus on the use of specific language used by adults during whole class inputs.

**Pedagogical Principles**

This includes how children are grouped during learning tasks; the types of questions adults will ask children about their learning; 'chunking' information to support the children's working memory; using multi-sensory approaches to enhance retention of information and pre-teaching vocabulary so that children are able to use it in their own explanations.

**Other Visual Approaches**

Strategies such as using the use of colour is helpful when supporting children with spelling patterns; the use of dual coding (the use of text and visuals reduces cognitive load); visual scaffolds to support learning and visual timetables.

**10. How will the school decide what and how much extra support my child needs?**

In the first instance, the class teacher in discussion with the **SENCo**, will identify any additional learning needs a child may have. On occasion, parents may share their observations with the class teacher which may also prompt a discussion with the **SENCo**. The type of intervention to support a child's need will then be identified so that the individual is able to access the additional provision. Different children will require different levels and types of support. This will help them to 'bridge a gap' in their learning. The support a child receives will be monitored carefully and discussed with parents and carers throughout the academic year.

If necessary, the **SENCo** may liaise with parents before seeking additional support and advice from outside agencies through a referral process.

**11. How are resources allocated to match the needs of students?**

We ensure that the needs of all children with **SEN** are met to the best of the school's ability with the funds available. The children who have the most complex needs are given the most support often involving a learning support assistant (**LSA**) who is trained in Emotional Literacy Support Assistant **ELSA** or Therapeutic Active Listening Assistant (**TALA**).

We have a range of assessment tools, interventions and support programmes that are allocated according to the children's needs. We have a team of **LSAs** who are funded from the **SEN** budget to provide in class support and deliver programmes designed to meet groups of children's needs. Subject to individual needs, the school will seek advice from, or liaise with, professionals from a range of outside agencies including the Speech and Language Therapy (**SALT**) service, occupation therapy (**OT**) service, physiotherapy service (**PT**), educational psychologists (**EP**), child and adolescent mental health (**CAMHS**) etc.

**12. How will school prepare and support my child in joining the school or moving to a new school.**

1. **SENCos** meet, virtually if required, to share and pass on important information about each child, including reports, prior to the child starting at Ringwood Junior School. This is also the case for pupils transferring to secondary school.
2. Children visit their new school, if able, sometimes on more than one occasion. Several sessions are arranged for those vulnerable children transitioning to secondary school, if required.
3. Extra visits or taster sessions can be arranged where needed for pupils and parents or carers, if restrictions allow.
4. Children from year 3, 'buddy' children from year 2, if children are able to visit the school.
5. **Keyworkers** from the next school visit children in their current school or virtually.
6. Hampshire support students with an Education Health Care Plan (**EHCP**) when they transfer schools.
7. **SENCo** attends additional meetings for year 2 students transferring to Ringwood Junior School either in person or virtually.

**13. How will my child be able to contribute their views?**

Children identified as having Special Educational Needs or those children who require additional help in school, will be encouraged to contribute their views concerning their educational targets and well-being. Their views will be sought before meetings linked to their special educational need.

Ringwood Junior School value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised. There is an annual pupil questionnaire where we actively seek the viewpoints of children and there are also 'worry boxes' in every class which are regularly checked by the class teacher, at least on a weekly basis, and acted upon.

Any child who accesses an additional intervention will have personal targets outlining their 'next step'. To ensure that the child has ownership of the target, it is set by the adult delivering the support in conjunction with the pupil. Children who have an **EHCP** (Education and Health Care Plan) for Special Needs or a **TPA** (Transfer Partnership Agreement) have their opinions discussed and recorded before any review meetings to give them additional opportunities to express their views.

**14. How will school support my child's overall well-being?**

We offer a wide range of support for both children and parents. This can include the support delivered by an **ELSA** which can focus on anything from friendship issues, bereavement, anger management and general support for pupils who feel a bit 'wobbly' coming into school. **TALA** (Therapeutic Active Listening Assistant) support helps those more in need of individual, confidential counselling support. Our Pupil and Family Support Worker provides help for the children in similar situations to those families requiring **ELSA** support and a point of contact for parents.

Lunchtime club is for everyone to access and provides a base for many situations that arise at lunchtime. Additional lunchtime and after school clubs also support the pupils in developing and applying the skills learnt during the school day.



**15. What specialist services and expertise can be offered by the school?**

The school have a range of experienced and qualified staff. Each member of the **LSA** team has an area/areas of expertise that they specialise in. Training is given on a regular basis and networks are attended to share good practice. The staff support the wider school team by delivering training and providing advice on meeting a range of needs. **SENCo**s in the local area meet regularly to share expertise and develop the way we work together. Where more specialist guidance may be required, Ringwood Junior School may, where appropriate, consult colleagues either from the local authority advisory teams or from other specialist settings to support the work we do.

**16. What provision is there to support behaviour, attendance and avoid exclusions?**

As a school we believe first and foremost that children should be praised and rewarded for good work, endeavour and kindness to others. We believe that it is our responsibility to develop all children as responsible, self-disciplined members of the community to which they belong. These aims, are our **TERRIFIC Values**, how we foster the development of self-esteem and how we encourage good behaviour throughout the day. The majority of children present no problems providing that discipline is perceived by them to be fair and consistent.

There is a clear set of consequences for children who may, on occasion, break these rules. The Headteacher, Staff and Governing Body agree to and support these consequences and sanctions. The aim of sanctions is to discourage future misbehaviour. Please refer to our Behaviour Policy for the specific procedures with regards to pupil behaviour.

It is vitally important that children attend school and so their attendance is monitored on a daily basis for absences. This is then reviewed every half-term and if a child's attendance is falling below 90% a 'close watch' will be kept. Our school's attendance officer will contact the child's family to identify if there is any further support we can offer. If the child's attendance continues to drop they will be passed over to the designated Attendance Officer to secure improvements.

**17. How are my child's views taken into account in deciding next steps at school?**

1. Meeting with the child and the **SENCo** or **keyworker**
2. **EHCP** reviews or **TPA** meetings

In the first instance, the class teacher in discussion with the **SENCo**, will identify any additional learning needs a child may have. On occasion, parents may share their observations with the class teacher which may also prompt a discussion with the **SENCo**. The type of intervention to support a child's need will then be identified so that the individual is able to access the additional provision. Different children will require different levels and types of support. This will help them to 'bridge a gap' in their learning. The support a child receives will be monitored carefully and discussed with parents and carers throughout the academic year.

**18. From where can I get further information?**

Support4SEND (formally The Parent Partnership Service)

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>

SEN policy on the school website

<http://www.ringwood-junior.hants.sch.uk/>

Independent Parental Special Education Advice (IPSEA)

<http://www.ipsea.org.uk/>

**19. What steps do I take if I have a concern?**

Ringwood Junior School has a complaints policy which can be found on the school web page which should be the starting point for any formal complaint. Other concerns can usually be dealt with swiftly by direct contact with the class teacher in the first instance or the Year Leader.



**20. How can I support my child?**

- See that your child goes to school regularly, on time and properly equipped.
- Support the schools' policies and guidelines for behaviour.
- Support your child in homework and other opportunities for home learning.
- Attend parents' evenings and discussions about your child's progress.
- Be aware of opportunities involved in the life of the school.

**Glossary**

	<b>Stands for.....</b>	<b>Means.....</b>
CAMHS	Child and Mental Health Services	Specialists who assess and advise to help pupils with their mental and emotional health.
COP	Code of Practice	The legal document which outlines how pupils with SEN from 0-25 should be supported in their journey through school and college.
CYP	Child or young person	Used in the Code to mean child or student.
EP	Educational Psychologist	Specialists who help problem solve with staff and suggest strategies to support pupils in school.
EHCP	Education Health Care Plan	This replaces existing statements. New assessments will now result in an EHC plan.
TPA	Transition Partnership Agreement	A Hampshire initiative to support pupils who do not have an EHCP but may need specific, tailored reviews and planning during transition.
LSA	Learning Support Assistant	Adults who work with teachers and children to support pupils with SEN or who need extra support.
OT	Occupational Therapy	Specialists who assess and advise to help pupils to adapt and manage everyday situations and environments.
SENCO	Special Educational Needs Co-ordinator	A person who manages both the overview and day to day running of special needs in a school
SALT	Speech and Language Therapy	Specialists who assess and give advice to help pupils with their speech and/or language.
SEND	Special Educational Needs and Disabilities	Pupils who have a need that requires support which is additional to or different from the rest of the peer group.
SEN	Special Educational Needs	Pupils who have additional special educational needs.
TA	Teaching assistant	See LSA