



Holtsmere End Junior School

Special Educational Needs and Disability (SEND) Information Report

(To be reviewed Summer Term 2020)

Welcome to our SEN Information Report which is part of the Hertfordshire Local Offer for learners with Special Educational Needs (SEN).

Holtsmere End Junior School is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress and independence of all of our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We are committed to working together with all members of our school community. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Mrs Judy Bayliss: Inclusion Governor-  
01442 253189

Mrs Louisa Hawker: Inclusion Co-ordinator/Assistant Head  
01442 253189

[lhawker@holtsmerejm.herts.sch.uk](mailto:lhawker@holtsmerejm.herts.sch.uk)

Mrs Emma Mcguigan: Head Teacher  
01442 253189

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Mrs Sharon Sexton: Learning Mentor  
01442 253189



## Learning for all at Holtsmere End Junior School.



### How we identify SEN

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

**"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."**

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different a thing that distracts them from learning. At HEJS we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

 <p>Questions frequently asked by parents and carers:</p>	 <p>Holtsmere End Junior School: (HEJS)</p>
<p>How does school know if my child needs extra help and what should I do if I think my child may have SEN?</p>	<p>At HEJS we conduct a thorough and individualised assessment of children, which might include:</p> <ul style="list-style-type: none"> <li>• Observation, termly class-based assessment and diagnostic assessment.</li> <li>• Communicating and consulting effectively with all stakeholders, including: Pupil Progress Meetings, Parent's meetings, target setting with children.</li> <li>• Individual Provision Map meetings with</li> </ul>

	<p>InCO (Louisa Hawker)</p> <ul style="list-style-type: none"> <li>• Involvement of outside agencies.</li> <li>• Constant monitoring and review of progress during interventions.</li> <li>• Through differentiated class based activities.</li> </ul> <p>Parents should initially contact their child's class teacher if they think their child might have a Special Educational Need.</p>
<p>How will school support my child?</p>	<p>At HEJS the class teacher will identify a need and communicate with parents. Strategies will be discussed with the child and parent or carer.</p> <p>The InCo (Louisa Hawker), Headteacher (Mrs McGuigan) and Teaching Assistant may also be invited to join this discussion.</p> <p>The Inclusion Governor (Judy Bayliss) monitors overall support and feeds back to the full governing body at committee meetings and at termly full governing body meetings.</p> <p>We support children using a wide range of strategies:</p> <ul style="list-style-type: none"> <li>• Class work is differentiated in small groups and individually when required.</li> <li>• Class-based Teaching Assistants (TAs) work alongside the class teacher to support children with SEN individually/in small groups and to facilitate the class teacher working with children with SEN</li> <li>• Links are forged between classroom and intervention to ensure continuity.</li> <li>• Provision, targets and outcomes are discussed at least every term and recorded on an Individual Education Plan, which is subsequently reviewed.</li> </ul>
<p>How will I know how my child is doing?</p>	<p>At HEJS we have a wide variety of methods which enable children, parents and carers to discuss how a child is doing in school. These include:</p> <ul style="list-style-type: none"> <li>• Communication in the individual child's Link book.</li> <li>• "Link-Up Time" 3.15pm -3.30pm (except Tuesdays) for parents and carers to drop in and catch up with class teacher.</li> <li>• Drop in sessions and appointments with InCo (Louisa Hawker)</li> <li>• Review meetings with Class teacher,</li> </ul>

	<p>InCo and or Teaching Assistant to assess outcomes and plan next steps.</p> <ul style="list-style-type: none"> <li>• Opportunities for child, parent and carer to set and review Individual Support Plan targets with Class teacher.</li> <li>• Learning Review Meetings in Autumn and Spring Term</li> <li>• Annual reports.</li> </ul>
<p>How will the learning and development provision be matched to my child's needs?</p>	<p>Assessment of individual children's needs will inform provision planned and implemented for individuals and groups of children.</p> <p>We support children using a wide range of strategies:</p> <ul style="list-style-type: none"> <li>• Class work is differentiated in small groups and individually when required.</li> <li>• Class-based Teaching Assistants (TAs) work alongside the class teacher to support children with SEN individually/in small groups and to facilitate the class teacher working with children with SEN</li> <li>• Links are forged between classroom and intervention to ensure continuity.</li> <li>• Provision, targets and outcomes are discussed at least every term and recorded in a child's Support Plan, which is subsequently reviewed.</li> </ul>
<p>What support will there be to for my child's overall wellbeing?</p>	<ul style="list-style-type: none"> <li>• Mrs Hawker our INCo facilitates communication to ensure all those working with the child, including the child themselves and the family, are aware of the support being implemented.</li> <li>• Children are educated for the vast majority of the day in their class with peers, including opportunities for mixed-ability collaboration</li> <li>• Key staff are identified for children who need access to 1-1, emotional support throughout the day.</li> <li>• Mrs Sexton, our Learning Mentor, and InCo are available at the start and end of a day for parents/carers to respond to queries, concerns and crises.</li> <li>• Our Learning Mentor supports parents and/or children as needed</li> <li>• Our Learning Mentor works with children on a 1-1 basis and in groups to develop social and emotional skills, in conjunction with InCo if required.</li> <li>• Open Toy Box work with some individual</li> </ul>

	<p>children on a one to one basis</p> <ul style="list-style-type: none"> <li>• School Counsellor works with individual children on a one to one basis.</li> <li>• Peer mediators available at lunchtimes.</li> <li>• Extra-curricular activities.</li> <li>• In-class SEAL sessions and personalised small-group SEAL, which is responsive to need of children.</li> </ul>
<p>What specialist services are available at or accessed by the school?</p>	<ul style="list-style-type: none"> <li>• Children's development centre (Hemel Hempstead)</li> <li>• Dacorum Educational Support Centre (DESC)</li> <li>• School Nurse</li> <li>• Diabetic Nurse</li> <li>• Occupational Therapist</li> <li>• Educational Psychologist</li> <li>• Speech and Language Therapist</li> <li>• LINK family services</li> <li>• Autism advisory teacher</li> <li>• Open Toy Box</li> <li>• School Counselling Service.</li> <li>• CAHMS</li> </ul>
<p>What training have the staff supporting children and young people with SEND had or having?</p>	<ul style="list-style-type: none"> <li>• Regular training, which is disseminated amongst staff</li> <li>• Support from Outside Agencies to deliver whole staff training e.g: <ul style="list-style-type: none"> <li>• STEPS training delivered by DESC January 2017.</li> </ul> </li> <li>• Regular TA meetings and training sessions</li> <li>• Liaison with InCo and Learning Mentor</li> <li>• Specific training to meet specific needs is obtained and is also part of the school's anticipatory duty towards meeting the needs of every child.</li> </ul>
<p>How will I be involved in discussions about and planning for my child's education?</p>	<ul style="list-style-type: none"> <li>• Regular meetings with one or several of the following members of staff: Class teacher, Teaching assistant, Learning Mentor and InCo as required.</li> <li>• Learning Review Meetings</li> <li>• Individual Support Plans</li> <li>• Open door policy - (Link up time 3.15pm to 3.30pm every day except Tuesday)</li> <li>• Drop-in informal sessions to meet with InCo</li> <li>• Courses led by LINK family services and Autism Advisory teacher.</li> </ul>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>HEJS is an inclusive school and actively seeks to promote the inclusion of students with SEN and disabilities. We use our best endeavours to ensure that all students with SEN and disabilities are able to fully participate in the</p>

	<p>life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEN and disabled students to enable them to participate in all school trips and other out of class activities</p> <p>Risk Assessments are completed in relation to all School Trips and reasonable adjustments are made to meet the needs of individuals as appropriate. These might include additional adults to accompany children, alternative travel arrangements or flexible timings.</p>
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> <li>• We meet the requirements of the Disability Discrimination Act (DDA), 1995</li> <li>• We meet the requirements of the Equalities Act (2010)</li> <li>• Resources and teaching are differentiated according to the child's individual needs</li> <li>• We access support from outside agencies, such as CAMHS and an Educational Psychologist.</li> <li>• Pupil Voice informs adjustments which are made to the physical environment and the suitability of resources used to access the curriculum.</li> <li>• Our Learning Mentor works alongside parents and other staff to ensure that needs are met - we have a holistic approach</li> <li>• Appropriate members of staff regularly take part in training and disseminate this as required.</li> </ul>
<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> <li>• Your child's class teacher.</li> <li>• Inclusion Co-ordinator (InCo) Louisa Hawker lhawker@holtsmerejm.herts.sch.uk</li> <li>• Headteacher Mrs E McGuigan head@holtsmerejm.herts.sch.uk</li> <li>• Inclusion Governor Mrs Judy Bayliss</li> </ul>
<p>How will the school prepare and support my child to join the school, transfer to a new school or the next stage in education?</p>	<ul style="list-style-type: none"> <li>• At HEJS we recognise successful transitions rely upon positive partnerships with children, families and other providers. We offer a wide range of strategies to support children and families which include: <ul style="list-style-type: none"> <li>• Transition mornings for Year 2 children in preparation for Year 3</li> <li>• Transition days with local secondary schools.</li> <li>• Opportunities for individual children to visit</li> </ul> </li> </ul>

	<p>at different times of day to familiarise with the Holtsmere End Junior School environment.</p> <ul style="list-style-type: none"> <li>• Communication between Inclusion Coordinators from local schools.</li> <li>• Communication with pupils, parents and carers about how to ensure transitions occur as smoothly as possible.</li> <li>• Communication between teachers to ensure information about individual children is exchanged.</li> </ul>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> <li>• Provision is made within the school's budget to help fund resource provisions made for children with SEN.</li> </ul>
<p>How is the decision made about how much support my child will receive?</p>	<ul style="list-style-type: none"> <li>• Pupils, parents, class teachers and the InCo will collaborate to assess a child's needs and plan the appropriate support. Support will be reviewed after an agreed period of time and adjustments made as appropriate.</li> <li>• An Education Health Care Plan for children with significant needs will inform decisions about how much support individual children receive.</li> </ul>
<p>How can I find information about the local authority's Local Offer of and provision for children and young people with</p>	<ul style="list-style-type: none"> <li>• Information about Hertfordshire's local offer can be found at:  <a href="http://www.hertsdirect.org/localoffer">www.hertsdirect.org/localoffer</a></li> </ul>