



Holtsmere End Junior School

Special Educational Needs and Disability (SEND) Information Report

(To be reviewed July 2017)

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 Clare Howsley: Inclusion Governor

01442 253189

Mrs Louisa Hawker: Inclusion Co-ordinator/Assistant Head

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Mrs Emma Mcguigan: Head Teacher

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## 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 things 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 InCO (Louisa Hawker)</li> <li>• Involvement of outside agencies.</li> <li>• Constant monitoring and review of</li> </ul>

	<p>progress during interventions.</p> <ul style="list-style-type: none"> <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, InCo and or Teaching Assistant to assess outcomes and plan next steps.</li> <li>• Opportunities for child, parent and carer to set and review Individual Education Plan targets with Class teacher.</li> </ul>

	<ul style="list-style-type: none"> <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 on an Individual Education 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 Phin, 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 children on a one to one basis</li> <li>• School Counsellor works with individual children on a one to one basis.</li> <li>• Our Positive Play Leader, Alison Elson, supports children at lunchtimes.</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</li> </ul>

	of children.
What specialist services are available at or accessed by the school?	<ul style="list-style-type: none"> <li>• Maple Grove, Specific Learning Difficulty Base.</li> <li>• Pat Lewis Children's Centre</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>
What training have the staff supporting children and young people with SEND had or having?	<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>• Autism Advisory Teacher training from specialist teacher 1<sup>st</sup> September 2014.</li> <li>• Educational Psychologist advice following assessments. Training from Teaching and Learning Advisor.</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>
How will I be involved in discussions about and planning for my child's education?	<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 Education 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>
How will my child be included in activities outside the classroom including school trips?	<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 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 J 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 at different times of day to familiarise with the Holtsmere End Junior School environment.</li> <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</li> </ul> </li> </ul>

	exchanged.
How are the school's resources allocated and matched to children's special educational needs?	<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>
How is the decision made about how much support my child will receive?	<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>
How can I find information about the local authority's Local Offer of and provision for children and young people with	<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>



## Holtsmere End Junior School

### **Additional Information: Special Educational Needs and Disability**

Holtsmere End Junior School is an inclusive school and may offer the following range of provision to support children with SEND. Some interventions may be over a defined period of term whereas some may be a continuous vital support to enable a pupil to access their learning in school.



#### **Planning and assessment**

- Individual Education Plan - written and reviewed each term or more often if appropriate.
- Interventions planned as part of assessment cycle and pupil progress meetings every term
- Flexible allocation of Teaching Assistants in classrooms based on needs of cohort of pupils



#### **Communication with parents**

- Open door policy - access to Headteacher, Inclusion Manager and Senior Leadership Team
- Home/School Link Books for every family.
- Termly meetings with all paperwork shared with parents
- Updates regarding legislation produced
- Details of workshops and forums publicised
- Specialist advice
- Signposts to Parent and Support Groups. Professionals shared for expertise.



#### **Communication with professionals**

- Specialist assessments requested when appropriate
- Advice from specialist advisors shared across whole teaching team
- Training from specialists for teaching team when available and appropriate
- Inclusion Co-ordinator is undertaking relevant NCSL qualification

- Liaison with other teaching professionals in Holtsmere Infant School and local secondary schools to support a positive transition to a new educational environment



### **Medical interventions**

- Individual protocols for children with significant medical needs and allergies
- Specialist training for staff to deliver medical interventions
- Maintenance of medical equipment
- Liaison with NHS medical staff to monitor and update care plans
- Routine testing of emergency procedures

Team approach to carry out emergency interventions



### **Supporting access to the curriculum**

- Use of a personalised curriculum where needed
- Differentiation is implicit in all classroom teaching
- Reasonable adjustments are made to accommodate different approaches to learning while maintaining high expectations that all pupils should achieve their potential



### **Supporting independent learning**

- Use of visual timetables
- Now and Next cards.
- Specialist resources to support all learners in literacy and maths e.g. word cards, number squares and learning packs devised for learners with particular needs
- Personal organisation strategies
- Personal strategies to help moderate Sensory Processing Disorders e.g. fidget toys
- Assessment for Learning such as Steps to Success for children and staff, traffic lighting, challenge groups, marking scheme and time for feedback



### **Speech and Language interventions**

- Teaching assistants liaise with specialists and INCO to regularly deliver interventions
- Specialist resources
- Regular liaison with NHS therapists
- Specialist intervention from therapists for pupils with significant need



### **Literacy interventions**

- Range of materials to support comprehension skills
- Reading books to support struggling readers
- British Reading Test for specific learners
- Home/School reading programmes
- Handwriting interventions and aids such as pencil grips and writing slopes
- Writing Challenge intervention
- Individualised interventions based on advice from Educational Psychologist and SpLD base.
- TRACKS
- TA can work with individuals and groups of children who need extra support in Literacy.



### **Numeracy interventions**

- Specialist resources to support understanding of number e.g. Numicon
- Small group sessions with SEN Teaching Assistant
- TA can work with individuals and groups of children who need support in Maths lessons.



### **Support for emotional well-being**

- Timetabled support from out-of-class adult
- Counselling sessions for individual children (Schools Counselling Service)
- Open Toy Box sessions as appropriate
- Visual materials to promote overcoming barriers
- Support during un-structured times of the day e.g. focussed activities at playtime
- Support during transitions to new classes and to new schools
- Weekly SEAL theme and assembly
- Nurture group
- Playground buddies and buddy bench



### **Support for physical wellbeing**

- Specialist PE TA supporting to develop gross and fine motor development
- Links with St Luke's Special School to use resources and equipment



### **Support and strategies to help modify behaviour**

- Individual Behaviour Plan
- Personal strategies such as visual prompt card to help focus on positive actions when under stress
- Social stories to help develop pattern of positive behaviour

- Home/School Link Books
- Support and advice from Links team
- Risk Assessment Management Plans and adaptation of classroom environment where needed



### **Support and strategies to help develop social skills**

- Use of peer support as positive role models
- Taught positive verbal responses
- Created opportunities to interact with others in a meaningful way e.g. buddies, experts or monitors
- After school clubs e.g. Sporting opportunities



### **Adaptations to the learning environment**

- Internal - Adaptations to building are made where it is possible such as additional rails, ramps or specific furniture. The school has disabled toileting facilities.
- External - continual enhancement of the playground to create a stimulating and relaxing multi-functional area for active games and reflection, including a level playground, sensory garden and outdoor music area



While this list details categories of support, it is our practice to use a holistic approach and consider the whole child and their unique combination of strengths and areas of difficulty. These may be linked, for example providing a pupil who lacks motivation to write creatively but with skills in technology, with access to a word processor.



For pupils with complex and/or severe SEND, the critical need for additional provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding.