



Hiltingbury Junior School – SEN Information Report 2016-17

Hiltingbury Junior School is a fully inclusive setting and all pupils are fully integrated in the life of the school. Staff and Governors are committed to welcoming children of all abilities and believe that the school should be a caring place where all individuals are respected and treated equally. This document provides information about how staff at Hiltingbury Junior School, with a speech, language and communication resourced provision, support pupils with special educational needs and disabilities (SEND).

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’ (SEND Code of Practice Jan 2015)

How does the school know if children need extra help and what should I do if I think my child has special educational needs?

Hiltingbury Junior School has a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised-, identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. Children are identified as having SEND through a variety of different ways including the following:

- Transfer liaison with infant schools or previous schools
- If a child is performing significantly below age expected levels in either reading, writing or maths
- Results of termly spelling and reading standardised tests
- Concerns raised by teachers or parents
- Other tests may be used if considered appropriate e.g. dyslexia screening
- Via correspondence with external agencies
- Through a paediatric health diagnosis

If parents or the school believe that a child has special educational needs, referral is made to the Hampshire’s SEN Support and Guidance document to determine whether a child meets the criteria to be on the school’s SEN register. In instances where a child does not meet the criteria, but there are concerns about a child’s learning, these children are discussed and monitored termly at Sen pupil progress meetings.

How will I raise concerns if I need to?

If you ever have any concerns about your child, please do not hesitate to contact your child’s class teacher or make an appointment to see the Special Educational Needs Co-ordinator (SENCo), Helen Holt, via the school office.

How will the school support my child?

Who will oversee, plan, work with my child and how often?

Teaching children with SEND is a whole school responsibility. The curriculum is delivered through high quality teaching which uses varied pedagogical approaches. They are responsible for differentiating the curriculum and providing the appropriate resources to assist with learning. Teaching assistants and learning resources, including computing learning resources, are deployed so that the curriculum is accessible to all. Teaching assistants may work with your child individually or within a small group setting during different times of the week. Our SENCo is responsible for overseeing the support each child receives and monitoring the progress of individual pupils on the SEN register. The class teacher has the responsibility to oversee, plan and regularly work with children in their class who have special educational needs.



How will I know how my child is doing and how will you help me to support my child's learning?

What opportunities will there be for me to discuss my child's progress?

Our school is committed to ensuring that there is effective communication between parents and school. Children's 'Learning Ladders' for reading, writing and maths skills are updated termly, so parents can see their child's progress. At the end of the year, parents are told how their child is performing against what Hiltingbury Junior school have decided are age related expectations. Parents are invited to attend three parents evening meetings during the year to discuss their child's progress with their class teacher and the SENCo. However, parents are welcome throughout the year to make additional appointments to meet with their child's class teacher or the school's SENCo. If your child has complex needs, parents and teachers can correspond through a home school communication book and the SENCo will also invite you to attend additional termly meetings to review your child's progress. If your child is on the SEN register they will have a Personal Plan which will have individual targets that are linked to the Learning Ladders and or the Hiltingbury Learner Skills. This is discussed on a termly basis and parents are given a copy of new targets and outcomes from previously set targets. The targets set are SMART (specific, measureable, achievable, realistic and time scaled) and aim to be achieved by the time the target is reviewed. If a child has not fully achieved a particular target, the reasons for this will be discussed, then the target may be adjusted into smaller steps or a different approach may be adopted to ensure the child makes progress.

If your child has complex SEN they may be part of an IPA (Inclusion Partnership Agreement) or EHCP (Education, Health and Care Plan), which means that a formal meeting will take place annually to discuss your child's progress and a report will be written.

How are the governors involved and what are their responsibilities?

Our school has a designated SEN Governor, Janice Cullyer, who meets with the SENCo twice a term, to discuss the progress of children with SEN. During their visits, the SEN governor also observes SEND children in class and produces a summary report to share with the head teacher and other governors, this contains recommendations for improvements where necessary.

What support will there be for my child's overall well being?

What is the pastoral, medical and social support available in the school?

We have a school ethos of being kind, caring and supportive to all our pupils. Your child's class teacher has overall responsibility for the pastoral, medical and social care of each child in their class. If you should have any concerns surrounding your child's personal well being, do not hesitate to meet with their class teacher. If any additional support is required, the class teacher will meet with the SENCo for further advice and in some instances, with your permission, outside agencies may be contacted to work alongside the school. The school also has an experienced Emotional Literacy Support Assistant (ELSA), who works directly with children who are currently experiencing emotional, communication or social difficulties. Additional adult support is also provided for children at break and lunch times, where deemed necessary.

How does the school manage the administration of medicines?

If a child needs to take medication during the school day, then parents must advise their child's class teacher and school office. A medical administration form would need to be completed, which is available from the school office, where all medicines would be kept. Children visit the office during the times that the medicine needs to be administered. Epi pens and inhalers however should be kept in your child's classroom. As a school we have regular in house training



and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations appropriately.

What support is there for behaviour, avoiding exclusion and increasing attendance?

Across the school, all staff and pupils follow a clear reward system and behaviour policy. As a school, we are committed to supporting any child who may have behavioural difficulties. We use a range of positive behaviour strategies to effectively manage a child displaying more challenging behaviours. After any behaviour incident, we expect the child to reflect on their behaviour, identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. If a child has severe behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and parents, to identify the specific issues, put relevant support in place and set targets. We also work closely with the 'Primary Behaviour Support Team' and education psychologist services for further professional advice.

The attendance of every child is monitored daily by the school admin team. Lateness and absence are recorded and reported to the head teacher, who contacts parents where there is cause for concern.

How will my child be able to contribute their views?

Every child has the right to express their views on matters concerning school life. PDL lessons regularly take place where pupils have the opportunity to discuss any issues or viewpoints with their class 'Pupil Forum Representative', which are then discussed at pupil forum meetings. There are other pupil voice groups including charity, environment group, health and safety, digital leaders, anti-bullying ambassadors, gardening club, road safety officers and play leaders. Children who have Personal Plans are involved in the process of setting, reviewing and evaluating Personal Plan targets with their class teacher. If your child has a EHCP their views will be sought before any annual review meetings.

What specialist services and expertise are available at or accessed by the school?

Within Hiltingbury Infants and Hiltingbury Junior is a resourced provision unit for pupils with EHCP for speech, language and communication needs (SLCN). Pupils who have a place at the resourced provision unit are integrated into mainstream classes, but alongside this receive additional specialist support from staff at the 'Speech and Language Centre'. The specific speech, language and communication needs of such children are the responsibility of the Speech and Language Unit Manager (Becca Dyer) supported by the class teacher. Appropriate guidance and training is provided for all speech and language unit based teaching assistants. Class teachers of SLCN pupils also receive guidance and support appropriate to their needs. There is regular liaison between the Speech and Language Unit Manager and the SENCo.

Our school also has a purpose built 'Life Skills Centre' which is a designated space for daily physiotherapy sessions, gross motor skills groups and is equipped with its own kitchen. In 2016 the school was awarded a grant from Tesco 'bags of help' to build a sensory area in our playground which provides a calm and quiet area for those children who can find playtime challenging.

Our school is committed to promoting effective partnerships with outside agencies, to ensure that adequate support is provided for children with SEND. External support services can advise teachers on new Personal Plan targets and provide practical support strategies. Parental consent



is always needed if additional outside support is requested. External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs. Meetings, with behaviour support workers, educational / clinical psychologists, specialist teacher advisers, outreach support teachers, physiotherapists, occupational therapists, social services (including locality team and social workers), GPs, school nurse, paediatricians and speech and language therapists are held, when necessary, to ensure effective collaboration in identifying, making and reviewing provision for pupils with SEND.

What training have the staff supporting children with SEN had or are currently having?

Our school is committed to supporting professional development of all staff in special educational needs. Throughout the year we have SEND staff meetings / INSET sessions which focus on specific areas of SEND training and development. The school's SENCo has obtained the 'National Award for SENCO Accreditation' and achieved a distinction grade. We have a trained ELSA who receives regular support from an educational psychologist through attending ELSA supervision support meetings. All our TA's have received training in delivering reading, spelling and phonics interventions. We also have two TA's trained to carry out dyslexia screening tests.

How will my child be included in activities outside the classroom, including school trips?

As a school we are committed to ensuring that children with special educational needs have the opportunity to join in with all the activities of the school. Reasonable adjustments are made to school trips and risk assessments carried out to ensure everyone's health and safety will not be compromised, so that all children can participate and gain from outings.

In the unlikely event that it is considered unsafe for a child to take part in an activity, parents will be consulted to discuss whether any additional arrangements can be made to enable their child to attend the trip or alternative activities, which cover the same curriculum areas, will be provided in school.

How accessible is the school environment?

The school is committed to the integration and inclusion of pupils with a wide range of needs. The school site is wheelchair accessible with ramped access to the outside, has a designated disabled parking space and has a fully modernised disabled toilet which provides sufficient space for changing. The school is split over two levels and where a child has a physical difficulty, which makes using the stairs not possible, there is flexibility to accommodate specific classes downstairs.

How will the school prepare and support my child when joining the school and transferring to a new school?

The school aims for a smooth transition when any child joins or transfers to a different school. We liaise closely with staff when receiving and transferring children to different schools, ensuring paperwork is passed on and all needs are discussed and understood. When a child joins the school there is contact with their previous school and support services in order to continue the child's provision, with as little disruption as possible. We encourage all new children to visit the school prior to starting. For a child with SEND, we would encourage further visits to aid familiarisation of new surroundings. The SENCo would also visit the child in their current school. If a particular child finds transition difficult, then social stories are used and extra transition support is put in place by our school ELSA. If a child leaves the school, transfer information is available to a child's new school at the time of transfer.



How are the school's resources allocated and matched to children's SEN needs?

Our school is committed, with the funds available, to ensuring that appropriate resources and support are available for pupils with SEND. We have a team of TAs (teaching assistants) who are funded from the SEN budget and deliver programmes designed to meet children's needs. The school budget and resources are allocated on a needs basis. The children who have the most complex needs are given the most support, often involving a TA. If a parent feels that their child needs a particular form of support, then there is the opportunity to discuss this with the SENCo.

How is the decision made about what type and how much support my child will receive?

The class teacher in partnership with the SENCo, will discuss a child's needs and what type of support would be appropriate. Certain children will require varying levels of support in order to bridge the gap to achieve age expected levels. Parents will also be involved in on-going discussions with their child's class teacher or the school's SENCo about their child's provision.

How do we know if it has had an impact?

The school uses a variety of sources to evaluate the impact of provision that children on the SEN register have received. We know if provision has had impact by:

- Reviewing outcomes on a child's Personal Plan
- Using reading and spelling standardised scores and teacher assessments in reading, writing and maths to monitor termly progress
- Teachers and TAs monitor the effectiveness of interventions pupil's receive
- Taking into account any verbal feedback received from teachers, parents and children

In consultation with parents, a child may move off the SEN register when they have achieved age expected levels or made sufficient progress.

Who can I contact for further information?

1. First contact your child's class teacher to share your concerns
2. Arrange to meet Mrs Holt, (SENCo)
3. Look at the SEN policy on our website
4. Contact 'Support 4Send' www3.hants.gov.uk/support4send
5. Who should I contact if I am considering whether my child should join the school?

The school provides for children with a wide range of SEN. Contact the school office to arrange a meeting with the SENCo (Mrs Holt) or the Assistant Head (Mrs Diana Massa), who will willingly discuss how the school can meet your child's needs. Places for children with or without special educational needs are allocated in line with the school admissions policy.

Where can I get further information about services for my child/young person?

From September 2014 all local authorities have published a 'Local Offer' which contains information about services they expect to be available for children and young people with special educational needs (SEN) and /or disabilities aged 0-25 years. Click on the web link below to view Hampshire's 'Local Offer'.

http://www.hantslocaloffer.info/en/SEN_support_-_SEN_Support_in_Hampshire