



Special Educational Needs Annual Report

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, [Special Educational Needs \(Information\) Regulations Clause 65](#)

All mainstream schools and maintained nursery schools are required by law to make their Special Educational Needs Report available on their website. This annual report has been updated in line with the changes laid out in the SEN Code of Practice 2014 alongside the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEN information report.

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have ADHD
- physical ability

What type of SEND provision does Holmer Green Junior School cater for?

HGJS is committed to providing a quality education for all pupils, including those with SEND. We believe that all children have individual needs, strengths and talents, which should be met through an inspirational school curriculum which allows each child to work at their own level and pace, while being appropriately challenged. We recognise that to achieve this, many children will require additional support or additional challenge throughout time in school. We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination and to remove any barriers to learning which could hinder or exclude individual pupils. We believe that all children should feel safe and valued in school and support the development of the whole child, whilst valuing and celebrating the many and varied abilities displayed by all children.

HGJS currently caters for a range of SEND provision including children with ASD, Speech, Language and Communication difficulties, visual and hearing impairments, Down's Syndrome and specific learning difficulties. We believe that inclusion is key and strive to ensure that we have a whole school community.

We have a wheelchair accessible ground floor, with disabled toilet facilities. As a school we are happy to discuss individual requirements and it is important that parents make an appointment with the Headteacher, or SENDCo before applying for a school place to ensure specialist provision can be provided.

How does HGJS identify pupils with SEND?

The school uses a range of methods to identify children with SEND these include:

- Parents and carers are encouraged to share concerns they have with the school at the first opportunity.
- Teachers and support staff observe and assess children continually while they are teaching and marking work so that they are quick to notice children who are experiencing difficulties with work. They then differentiate work to ensure children are able to make progress.
- The school ensures that they are informed about new children with SEND by communicating with first schools that children have attended - by meeting with staff, visiting the setting and sharing plans and programmes.
- Termly progress monitoring identifies all children's current level of attainment and the amount of progress they are making towards their targets and towards year group expectations. Pupils with SEND can be identified if limited progress is being made or if a pupil's level of attainment is low in comparison to the expectation for their age group.
- Staff are quick to identify if a child shows changes in behaviour.
- Reports from other professionals e.g. paediatrician, speech and language therapist etc.
- School staff receive a wide range of training so that they are able to identify any needs.
- Speech and Language assessments are completed through Speech and Language Link to identify any pupils that have communication needs.

How does HGJS support the learning of pupils with SEND?

We aim to support and challenge all children at an appropriate level through quality first teaching in the classroom. We use a variety of methods and strategies to support our children with SEND and consider it important to match the right method with children's individual needs. Methods and strategies used aim to encourage independence and include:

- Teachers adapting work to make it more accessible for individual children, for example: identifying key gaps in learning, breaking tasks down into smaller stages, using larger print, providing alternative means of recording e.g. iPads, photocopying resources using coloured paper, etc.
- Resources such as pencil grips, fiddle toys, move 'n' sit cushions can be used.
- Providing additional support such as learning aids or optimising their position within a room or group.
- Providing adult support within the classroom and to administer specific programmes.
- If a pupil is identified as having special needs that require more support, then a support plan will be put in place to outline the additional provision the pupil will receive in order to support their learning which will be regularly reviewed. SMART targets will then be created to ensure that

pupils are working on small, achievable targets. This allows the pupil to show progress and also feel a sense of achievement.

- If a pupil is deemed to have significant needs, the school may apply to the Local Education Authority for an Education, Health Care Plan.
- If a pupil has medical needs, a Health Care Plan will be put into place.

How does HGJS support the learning of pupils with SEMH challenges?

Where pupils are identified as having SEMH difficulties, class teachers communicate their concerns with parents. We have two members of staff who are ELSA trained and this method of intervention may be used. The Mental Health leader will communicate regularly with teaching staff so that there is a joined up approach. Our pastoral team works closely with the Mental Health support team to gain further information as well as to refer families for extra support. Mental health is a key element of our PSHCE curriculum for all pupils.

How does HGJS assess pupils with SEND?

Children are regularly assessed against nationally accepted criteria. Most assessment is carried out as part of everyday teaching, with teachers assessing children continually throughout every lesson by observing them, listening to their responses to questions and marking their work. Additional specific assessment tasks may also be used to check their progress against specific skill sets and learning objectives. Children who have provision maps, support plans or EHC Plans have termly reviews to assess how pupils are performing in relation to their personal targets. Diagnostic testing to identify specific areas that need additional support may be completed. If a specific need is identified, assessments may be carried out by outside agencies such as the Cognition & Learning Team or Educational Psychologist. To start with, these may be completed anonymously. As mentioned above, very specific and measurable targets are set for children with provision maps, support plans and EHC plans. These are reviewed each term and it is expected that the children will meet these targets. If they have not met the target then we aim to understand why the target was not met. This may result in us providing additional support or changing the programme to make it more effective for children. If a planned programme is not working for a child, then it may be changed before the termly review. Records are kept of each intervention session along with the work completed.

How does HGJS evaluate the effectiveness of its provision for pupils with SEND?

All interventions are monitored to ensure they are effective and have impact on raising attainment and the methods we use to do this include:

- Reviewing and scrutinising children's work.
- Lesson observations and observations of programme delivery.
- Provision maps, support plans and EHC plans are reviewed by the SENDco each term or earlier if the intervention is not working.
- Data analysis and progress tracking with termly reports to the Governing Body comparing the progress of our children with SEND to the national averages.
- Regular evaluative visits by our SEND Governor.
- Discussions with pupils and parents.

- Outside audits by advisors and Ofsted.

How does HGJS adapt the curriculum & learning environment for children with SEND?

We are an inclusive school. If appropriate, work will be adapted so that all pupils can learn within the classroom. We feel that it is important for all pupils to be challenged at their own level. This may include simplifying the task, breaking a task down into smaller stages, working as a group or additional adult support. Other ways of making the curriculum accessible include:

- Specialist equipment may be given to pupils as appropriate e.g. writing slopes, sensory cushions, pencil grips, specialist screens.
- Visual timetables are displayed in every classroom.
- A range of curriculum resources are used to support specific subject areas e.g. coloured overlays or word banks can be used in literacy lessons.
- Adaptations are made to the learning environment to accommodate individual pupils e.g. seating position or large print.
- Children with SEND are set specific targets according to their area of need. These targets are set out within a Support Plan or Education, Health Care Plan (EHC plan). Progress in relation to the targets set is monitored closely by the class teacher and reviewed by the SENDco each term.

How does HGJS provide additional support for learning?

See above section on how we support the learning of pupils with SEND and adapt the learning environment and curriculum. These strategies will meet the needs of most pupils with SEND. However, if children do not make expected progress they may need additional, highly targeted interventions. For example:

- Teachers plan for Learning Support Assistants (LSAs) to work with pupils on a 1:1 basis or within small groups in order to target more specific needs. LSAs may also support pupils within the classroom alongside the class teacher or may work with the class to release the teacher to work with children with SEND. Teachers will also run interventions and work in small groups to allow the pupils to make progress.
- Intervention groups are run by LSAs or the class teachers to target specific areas such as phonics, spelling, physical co-ordination, listening skills, speech and language development, handwriting, and social skills. Intervention programmes vary in length and are detailed on a provision map or support plan. The interventions are regularly reviewed to ascertain the effectiveness of the provision and to inform future planning.
- Some pupils with SEND may require more expert support from an outside agency such as the Specialist Teaching Service, Occupational Therapist, Speech and Language Therapist etc. A referral will be made, with parental consent, to the most appropriate agency. After a period of assessment, services will make recommendations which will be included into a support plan. In some cases specialist teachers may support children in class. Currently, outside agency professionals are limiting their visits.

What activities does HGJS provide for pupils with SEND in addition to those available through the curriculum?

All children are actively encouraged to take part in activities and school trips. We provide:

- A wide range of after school clubs.
- Theme linked school trips in every year group.
- A range of visitors and curriculum enrichment activities.
- A wide range of performance opportunities inside and outside of school including class assemblies, productions etc.
- Residential visits ranging from one to four nights.

Appropriate support and procedures are put in place so that all children to participate in enrichment activities. Risk assessments are carried out for pupils with SEND. If it is deemed that an intensive level of 1:1 support is required, an additional adult will be provided to accompany the child during the activity.

How does HGJS improve the emotional and social development of pupils with SEND?

We recognise that it is essential that children feel happy safe and secure if they are to learn effectively. All staff work hard to build positive relationships with our children. This provides the children with a range of people they can talk to as well as allowing time for children to talk when they need to. Additionally, the following provision is in place:

- Our school ethos focuses on values. We encourage reflection on being the best that we can be as individuals, whilst recognising and celebrating our differences – this is inherent to all that we do in school.
- Our school PSHCE curriculum follows the national curriculum expectations and, therefore, has a clear focus on healthy relationships, mental health and keeping ourselves safe. All pupils take part in PSHCE lessons once a week.
- If necessary, children will have a designated “safe place” to go if they need time to regulate their emotions.
- Small group interventions are designed to develop social skills.
- A trained member of staff can support pupils through ELSA sessions.
- A range of toys are provided at lunchtimes on a rota system to stimulate and provide a focus for play.
- Daily assemblies focus on inspirational people and stories from all areas of life, both contemporary and historic.

How does HGJS obtain new or specialist equipment & facilities?

If any individual has a need for specialist equipment or facilities the Inclusion Manager will be happy to discuss this and liaise with the local education authority's SEND Department and specialist teaching service.

The school allocates a small annual budget to purchase low-cost access items such as writing slopes, move 'n' sit cushions, specialist programmes etc. We may also buy in specialist advice.

How does HGJS train staff in relation to pupils with SEND?

We recognise that training is essential if staff are to meet a wide range of diverse needs. All staff receive training opportunities in relation to their personal needs and the children they are working with. Our training programme includes:

- The Special Educational Needs Coordinator attends regular training and attends termly networking meetings to ensure we are in line with current legislation and good practice related to SEND.
- All staff meetings contain a section that is dedicated to inclusion.
- At least one whole school SEND focused staff training session is provided annually for teachers and LSAs and reflects the needs we are catering for in the school.
- Individual training for LSAs and teachers is provided as identified as part of their appraisals.
- Staff may receive specific individual training from external sources related to any child with SEND they may be supporting.
- Staff have the opportunity to observe each other and share successful practice.
- Support staff attend regular training sessions.
- All staff are trained in a range of topics related to SEND. For example, training has been provided on using programmes such as Read Write Inc Fresh Start, Makaton and ways to support pupils with specific needs.
- An induction programme is provided for newly appointed LSAs which includes outlining policies and enables the new member of staff to shadow experienced LSAs.
- Appropriate staff are trained in line with any medical needs that are set out within Health Care Plans e.g. Epipen training.

How does HGJS obtain Specialist expertise?

At times it is necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Specialist Teaching Service
- CAMHS (Child & Adolescent Mental Health Service)

- Community Paediatricians
- Occupational Therapist
- Speech & Language Therapist
- School Nurse
- PRU (Pupil Referral Unit)
- Family Support service
- Social Services
- Mental Health Support Team

How does HGJS consult with parents/cares of pupils with SEND about the education of their children?

Working closely with parents is very important to us if our SEND children are to learn and thrive. We actively seek to engage parents in their children's learning process and value parental input and insight. We have the following processes in place to consult with parents and carers:

- Home/school planners for parents and teachers to note any concerns to each other. Some children with SEND may have an additional Home/School Communication book which goes home daily or weekly or communication via email.
- Regular parent/teacher confidential discussion meetings.
- Daily contact with teachers in the playground at the end of the school day.
- Appointments can be made through the office with the class teacher to discuss individual pupils in detail at any time during the school year.
- Annual written reports.
- Parent information evenings.
- Parent surveys.
- Termly reviews of provision maps/ support plans. These are shared with parents and include activities for parents to complete at home. Parental suggestions are taken on board.
- Appointments can be made with the Inclusion Manager or Special Educational Needs Coordinator to discuss individual pupils in detail at any time during the school year.
- Annual Reviews for children with EHC plans.

How does HGJS consult with children about their education?

All pupils are encouraged to contribute to their own education by:

- 1:1 discussions with teachers and LSAs
- Pupil interviews
- Joining or discussing their views with School Council, Eco-Warriors, JRSO or Sports Council

- Taking an active role in their own annual reviews

How does HGJS's governing body involve other bodies (incl. health, social care, BCC support services, voluntary & community groups) to meet the needs of pupils with SEND and their families?

The Governors have appointed a SEND governor to visit the school each term to monitor our SEND provision and the progress of children with SEND.

The Governors, in a support and challenge role, ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the school's SEND, Inclusion Policy and Accessibility Plan annually.

The Governors receive reports from any outside audits such as those from advisors and Ofsted and monitor the implementation of any actions arising from these reports.

When budget setting, the Governors ensure funds are made available to pay for specialist support e.g. Cognition and Learning Team or Specialist Teachers and for the purchase of small items of equipment e.g. writing slope, specialist programmes etc.

What are HGJS's arrangements for pupils with SEND transferring between other education providers?

Many strategies are in place to enable the smooth transition of pupil's with SEND. These include:

- Detailed discussions between the previous or receiving schools prior to the pupil leaving or joining.
- All pupils attend a transition session where they spend time with their new class and teacher.
- Additional visits are arranged for pupils who require extra time in their new school.
- Photographs of the school and staff are made into transition books for the pupil to take home, where necessary.
- The Inclusion Manager or the SENDCo will meet with parents/carers prior to their children joining the school if they have an EHC plan.
- Relevant staff may visit schools to talk to staff prior to a pupil joining the school.
- The SENDCo will liaise with SENDCos from other settings to ensure all information is received and passed on efficiently.
- The SENDCo and any other relevant staff may attend a pupil's Annual Review prior to joining the school.
- Holmer Green First School staff visit prior to pupils entering the school to meet with Year 3 staff.
- Children new to the school are given a "buddy" to help them settle in.

HGJS collaborates with the following education providers and other settings:

- Holmer Green First School and other first schools for pupils transitioning into Year 3.
- A range of Senior Schools for pupils transitioning from Year 6 to Year 7.
- Special Schools where children may be transitioning to their age-appropriate year group.
- Any school where children are transitioning to or from during in year transitions.
- PRU (Pupil Referral Unit).

How does HGJS communicate the contact details for the support listed above to pupils with SEND and their families?

It is important that parents can access the additional support services that their children need. The school can help pass on contact details through:

- 1:1 discussions
- Information available from the Local Authority
- School website
- Welcome packs to new parents

Key contacts at HGJS:

Headteacher

Name: Robin Cusdin

Email: office@hgjs.co.uk

Tel: 01494 713000

Inclusion Manager

Name: Robin Cusdin

Email: office@hgjs.co.uk

Tel: 01494 713000

Special Educational Needs Coordinator

Name: Shona Timms

Email: office@hgjs.co.uk

Tel: 01494 713000

Who is the contact for compliments, concerns or complaints from parents of pupils with SEND?

The class teacher is the initial point of contact for responding to parental concerns. Parents can also contact the SENDco for concerns relating to pupils with SEND.

If you have spoken to both the class teacher and SENDco you may then wish to pass your views to a Governor.

Chair of Governors

Name: Neil Aves

Email: cog@hgjs.co.uk

Tel: 01494 713000

HGJS's Complaints Policy can be found on our school website at <http://www.hgjs.co.uk>

HGJS's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at <https://familyinfo.buckinghamshire.gov.uk/send/>

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk

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