Holmer Green Junior School

We inspire, we enable, we achieve. Together.

Special Educational Needs Annual Report

Revised September 2026

Written	Adopted by Governors	Review date	Responsibility
July 2026	September 2026	September 2027	Inclusion Lead – Shona Timms

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis.

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.

As outlined in the SEN Code of Practice 2024, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age

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?

Holmer Green Junior School is committed to providing 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.

Holmer Green Junior currently caters for a range of SEND provision including children with: ASD, Speech, Language and Communication difficulties, visual and hearing impairments 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. We have a calm room and a space for group interventions to take place. As a school we are happy to discuss individual requirements, and it is important that parents make an appointment with the Inclusion Lead before applying for a school place to ensure specialist provision can be provided.

How does Holmer Green Junior School identify pupils with SEND?

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

- Parents and carers are encouraged to share concerns they have with the school at the first opportunity.

- Parents and carers can attend termly coffee mornings to gain advise and talk to the Inclusion Team.

- 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 adapt 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, reporting these changes on CPOMS so that the school are able to notice patterns.

- Staff complete an internal referral form to the Inclusion Team to report concerns in specific areas.

- 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.

How does Holmer Green Junior School 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 evidence-based intervention or targeted work

- 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.

- The SENDCO attends advice clinics with professionals such as education psychologists and Inclusion Specialist Teacher.

How does Holmer Green Junior School support the learning of pupils with SEMH challenges?
We have a pastoral register where we identify pupils who need further SEMH support. The pastoral team meet regularly to discuss how best to support these pupils or any other pupils who may be finding things challenging. As a school, we are able t provide ELSA support as well as nurture groups. All of these interventions have a clear programme of support to provide consistency. For pupils who require it, the pastoral team may meet with them on a one-to-one basis. As per guidance, our aim is to support pupils to manage these challenges using strategies and guidance so that they do not build an over-reliance on adult input.
The Inclusion team work closely with the Mental Health Support Team. The school completes referrals for support as necessary for parents to access targeted MHST guidance. As well as this, MHST link worker delivers group interventions as well as whole-class workshops.
The school has a dedicated Mental Health Team. The wellbeing of staff and pupils is a key focus within the School Development Plan. Mental Health is also a key element of our PSHCE curriculum.

How does Holmer Green Junior School 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.
- Children who have support plans or EHC Plans have termly reviews to assess how pupils are performing in relation to their personal targets.
- Diagnostic testing is used to identify specific areas that need additional support. These will then be a target area within lessons or, in some cases, a targeted intervention may be used.
- If a specific need is identified, assessments may be carried out by outside agencies such as Educational Psychologists. To start with, these may be completed anonymously.
- As mentioned above, very specific and measurable targets are set for children with 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.

How does Holmer Green Junior School 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. The methods we use to do this include:

- Reviewing and scrutinising children's work.
- Lesson observations and observations of programme delivery.
- 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.
- Parental feedback

How does Holmer Green Junior School adapt the curriculum & learning environment for children with SEND?

We are an inclusive school. 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 modifying the task, breaking a task down into smaller stages, working as part of 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 Holmer Green Junior School 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) or themselves to work with pupils on a 1:1 basis, in pairs 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.

- Evidence-based interventions such as Read Write Inc and Dyslexia Gold are used.

- 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 Inclusion Specialist Teaching Service, Occupational Therapist, Speech and Language Therapist etc. A referral will be made, with parental consent, to the most appropriate agency. This is generally to an advice clinic in the first instance. 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 professional visits are limited.

What activities does Holmer Green Junior School 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.

- 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 specific assemblies, productions etc.

- Residential visits.

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

How does Holmer Green Junior School 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. We have an Inclusion Team who work to ensure the pastoral needs of all pupils are met.
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 or nurture sessions.

- Daily assemblies focus on inspirational people and stories from all areas of life, both contemporary and historic.

- We work closely with the Mental Health Support Team who offer us advice, group interventions for pupils and may, after a referral process, work with children on a one-to-one basis.

How does Holmer Green Junior School 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 Holmer Green Junior School 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, attends networking meetings and regular Team Up meetings to ensure we are in line with current legislation and good practice related to SEND.

- As per Government expectations, they are undergoing the NPQ for SENCOs. The Inclusion Lead has received the NASENCO qualification.

- 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.

- LSAs attend weekly training.

- 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.

- 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

How does Holmer Green Junior School 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:

- Inclusion Specialist Teaching Service
- CAMHS (Child & Adolescent Mental Health Service)
- Community Paediatricians
- Occupational Therapists
- Speech & Language Therapists
- School Nursing Service
- PRU (Pupil Referral Unit)
- Family Support service
- Social Services
- Mental Health Support Team
- Educational Psychologists

How does Holmer Green Junior School 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:

- The SEND team have a designated email address to ensure communications are responded to in a timely manner. This is sen@hgjs.co.uk

- Home/school planners are used 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 meetings are held upon request.

- Daily contact with teachers happen 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 are completed each July.
- Parent information evenings take place in September each year with a parent event also held for new pupils in July.
- Parent surveys are conducted by staff and the governing body.
- Termly reviews of support plans are completed by teaching staff. 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 Lead 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 are held with reports provided by all agencies.
- Termly SEND and Pastoral coffee mornings provide parents with a way to see how the school are supporting their children.

How does Holmer Green Junior School 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 or Sports Council
- Taking an active role in their own annual reviews

How does Holmer Green Junior School'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 Inclusion governor to visit the school each term to monitor our SEND provision and the progress of children with SEND as well as other vulnerable groups.

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 Holmer Green Junior School'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 Lead 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 meet with Year 3 staff prior to pupils entering the school.
- Children new to the school are given a "buddy" to help them settle in.

Holmer Green Junior School 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.
- Specialist settings 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 Holmer Green Junior School 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
- Contact via the SEND email address

Key contacts at Holmer Green Junior School:

Headteacher

Name: Robin Cusdin

Email: office@hjgjs.co.uk

Tel: 01494 713000

Inclusion Lead

Name: Shona Timms

Email: sen@hgjs.co.uk

Tel: 01494 713000

Special Educational Needs Coordinator

Name: Ginny Newman

Email: sen@hgjs.co.uk

Tel: 01494 713000

SEND administrator

Name: Sarah Bicknell

Email: sen@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. A guide of who to contact is available on the school website.

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: Jenny Mason – Acting Chair of Governors

Email: cog@hgjs.co.uk

Tel: 01494 713000

Holmer Green Junior School's Complaints Policy can be found on our school website at http://www.hgjs.co.uk

Holmer Green Junior School'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