



Hartford Junior School
Special Educational Needs and Disabilities (SEND) School Information Report



Introduction

At Hartford Junior School we provide equality of opportunity for all children to develop as successful learners and we recognise that some children have learning difficulties or a disability which call for special provision to be made for him or her.

Children have SEN if their learning difficulty means:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

(SEND Code of Practice 2014)

Hartford Junior School is a mainstream Junior School of over 200 pupils aged 7 -11 years with 2 forms per year group. We are part of the CAM academy trust. We aim to ensure that all children in school are encouraged, valued and accepted equally, regardless of their ability, physical or mental health. We have person centred approach to meetings and reviews and use restorative approaches in behaviour management.

We have a wide experience of different SEND needs including, but not limited to:

- ADHD (Attention Deficit Hyperactivity Disorder)
- Autistic Spectrum Conditions
- Down's syndrome
- Dyslexia
- Dyspraxia
- Hearing impairments
- Irlen syndrome
- Social, Emotional and mental health difficulties
- Speech, language and communication needs
- Visual Impairments

Special Educational needs falls under one or more of these areas:

- Communication and interaction (*e.g. Speech and Language issues or ASC*)
- Cognition and learning (*e.g. Global delay, dyslexia, Irlen Syndrome, Downs syndrome*)
- Social, emotional and mental health (*e.g. ASC, anxiety, ADHD*)
- Sensory and/or physical needs (*e.g. Dyspraxia, Visual Impairments, Downs syndrome*)

Below we have set out our school offer informing parents/ carers what they can expect from our Special Education provision.

Key point: This document will tell you how we support children with Special Educational Needs and Disabilities

<p>How accessible is Hartford for my child?</p>	<ul style="list-style-type: none"> • Hartford Junior School is on two levels. There is no disabled access to the first floor. The downstairs classrooms, general areas and grounds have been adapted to suit wheel chair access. • Disabled toilets and physio room with electrically adjusted child changing facilities and an overhead hoist. • The school has had a visual mobility assessment which is regularly updated. • We have dyslexic friendly classrooms • All staff are regularly trained in Autism Awareness by AET (Autism Education Trust) • Staff are currently trained in diabetes and epilepsy awareness. • Individual care plans are put in place, as needed, and in consultation with parents and the school nurse, to ensure pupils can access the entire curriculum. If your child has any special medical need please discuss this with the school office in the first instance. • All our extra-curricular activities are accessible to all pupils, including our annual residential trips in year 4 and year 6. <p>Key point: We have facilities to help with children who use wheelchairs and will make adaptations to the class layout to suit other needs. All children are included on trips.</p>
---	---

Click here to access details about the Cambridgeshire County Council SEND Local Offer and information about the parent support (SENDIASS – Special Educational Needs and Disability Information Advice Support Service , formally known as Parent Partnership)

Alternatively Tel: Confidential Advice Line (CAL) 01223 714111 10am-12noon, 2pm -4pm

<p>How are SEND needs identified?</p>	<p>Your child’s needs can be identified through a number of routes, for example;</p> <ul style="list-style-type: none"> • a parent raising a concern; • pupil progress meetings; • class teacher’s observations. <p>Regular assessments and monitoring are carried out by the class teacher we also hold termly pupil progress meetings with the Senior Leadership Team and have regular conversations with parents.</p> <p>If a class teacher has concerns then they will raise these with the SENCO using a Concern Card which outlines the concern, strategies used to date and strengths and weaknesses of the pupil.</p> <p>If you have any concerns as a parent your first port of call is the class teacher. If you feel your concerns have been fully addressed you can meet with Inclusion Manger/SENCo. After that it would be the head teacher and then the governing body.</p> <p>Gathering Information after concern has been raised:</p> <ul style="list-style-type: none"> • SENCO gathers information – through observations, conversations with pupils, intervention and assessment data, completion of relevant descriptors and diagnostic assessments, discussions with parents, book samples and attendance/behaviour data. • Inclusive Teaching checklist is looked at with class teacher – and advice and support given by SENCO.
---------------------------------------	---

	<ul style="list-style-type: none"> • Class teacher and SENCO will monitor the impact of provisions that have been put in place. <p>At this stage the child’s need may be met and no further action is required. However, if the provision put in place and monitored have not met the child’s needs further action is taken at the Targeted support stage.</p> <p>If you have any concerns about your child’s learning please speak to the class teacher or the inclusion manger (Miss Deaves)</p> <p>Key point: we will work with you and other people to work out how to support your child’s needs in the best way possible.</p>
--	---

	Assess	Plan	Do	Review
The Graduated Approach for identifying and addressing an individual’s needs	<ul style="list-style-type: none"> •Is the child unable to access the same opportunities as others? •Is the child not making good progress in their learning and development? •If quality first teaching is unable to address issues above, move to Plan stage. 	<ul style="list-style-type: none"> •SENCO support / management •Consult pupil and parents/carers •Identify further advice and/or training for staff •Create a Learning Passport to share individual pupil’s needs clearly 	<ul style="list-style-type: none"> •Targeted support / intervention from school staff •Specialist support from other agencies •Additional resourcing •Baseline at the start of an intervention and monitor progress 	<ul style="list-style-type: none"> •Re-assess progress and development at regular intervals •Discuss progress made and ongoing strategy with pupil, parents / carers and involved professionals <p>Key Point: We have a cycle of assessment, planning, doing and reviewing.</p>

Range of provision offered at Hartford Junior School	Universal provision for ALL pupils	Targeted support for some pupils identified as needing help to achieve good progress	Personalised provision for pupils with Special Educational Needs or Disabilities
	<p>High Quality First Teaching, including; well differentiated work to match the needs of ALL learners; dyslexic friendly classrooms; multi sensory approaches; appropriate use of ICT; clear behaviour policy and accurate assessment and effective feedback. Training in special educational needs is ongoing and as required.</p>	<p>In-class support, given by teacher or teaching assistant during specific lessons.</p>	<p>Some children need more specialised support.</p> <p>SENCO: Julia Sherwood-Holme is our SENCO who supports our Inclusion Manger Charlotte Deaves. Miss Deaves has dedicated time for the monitoring, liaison and administration of SEND provision.</p>
	<p>Termly Assessments and Pupil Progress Meetings ensures high expectations for all, identifies those in need of targeted support and ensures resources are effectively deployed.</p>	<p>Intervention groups, Interventions are put in place to meet the child’s needs. Examples of intervention groups are: Sensory Circuits 1st Class Number Talking Partners Daily reading Elklan (speech and language) Fizzy skills (Fine and gross motor skills) Social skills ERT Usually led by a Teaching Assistant/ Parent inclusion worker, in close consultation with the class teacher, with the aim of making accelerated progress over a set amount of time.</p>	<p>Specialist Agencies: e.g., Specialist Teaching Team, Speech and Language Therapist, Educational Psychologist, Occupational Health, Physiotherapist, Family Support Worker, Visually Impaired Team and Hearing Support Team, School Doctor and CAMH.</p>
	<p>Communication with parents / carers, including regular teacher accessibility; parent consultations and annual reports.</p>	<p>Learning Hub – some pupils need extra learning differentiation and receive maths and literacy via the Learning Hub.</p> <p>Some interventions may be carried out by the class teacher or Inclusion</p>	<p>The additional involvement of parents/carers, in identifying, meeting and reviewing the needs of their child(ren). This involvement may be meeting with the class teacher, attending an annual person centre review meeting or helping to complete an Early Help Assessment with the SENCo or attending a Team Around the Family (TAF) meeting.</p> <p>Education, Health & Care Plans If the school cannot meet the needs of a pupil without additional external provision then we can apply for an EHCP assessment. An EHCP is created by the STARteam (Statutory Assessment and Resources team) in consultation with the pupil, parents and professionals. It details the specific strategies, support,</p>

	<p>Involvement & inclusion of learners, through engaging learning contexts; explicit learning about learning; encouragement of pupil voice</p> <p>Key point: all teachers plan lessons and activities to support all learners</p>	<p>Manger where appropriate. The impact of these interventions is closely monitored through the termly Intervention Records.</p> <p>Key point: extra help will be planned by teachers and children will attend small group sessions to help them</p>	<p>resources and desired outcomes for the child and is reviewed annually through a person centre review meeting.</p> <p>Key point: we will work with you and professionals to support your child in the best way possible</p>
--	---	---	--

Interventions regularly used	<ul style="list-style-type: none"> • Reading, Writing, Phonics: ERT; Clicker 7; CLLD Phonics; PAT; 5 Minute box; Accelerread/ Accellerwrite; Inference Training ; Project X • Speech and Language: Elklan; Talking Partners • Maths: 1st Class @ Number; Success @ arithmetic; Skoolbo • Other: Sensory Circuits; Fizz Club; Silver Seal Social Skills groups; 1-1 consultations with inclusion worker; Lunch Club <p>This is not an exhaustive list, but gives examples of interventions most commonly used and in which staff are trained. In consultation with other agencies we will always seek the most effective interventions for the individual in question. Individual children’s progress during interventions is closely monitored.</p> <p>Key Point: Our staff are trained to deliver a range of different interventions to address specific gaps in learning or areas of development.</p>
Transition	<ul style="list-style-type: none"> • We work closely with both Hartford Infant School and our local Secondary schools to ensure a smooth transition for pupils from KS1 to KS2 and KS2 to KS3. • Regular visits are made and extra visits are tailored to suit individuals. • We also liaise closely when pupils transfer from out of catchment schools. • We have good contact with Spring Common, our local Special School, who can offer outreach support.

<p>Child and Parent / carer engagement</p>	<p>At the child is at the heart of everything we do we make sure that the child is aware of what is being offered to them to support them and they help us evaluate the impact of that support. The child has ownership over their pupil passport which is regularly updated with them. These close relationships with staff are there to help them emotionally cope with school life and make sure that there is no bullying due to their additional needs. Hartford Junior School proudly celebrates our differences and encourages an ethos of acceptance and tolerance.</p> <p>We welcome parental involvement, especially in planning for and meeting the needs of children with SEND.</p> <p>Parents & carers are often asked to attend meetings with outside agencies. Teachers, SENCO and/or senior leaders are happy to meet with families regularly and when necessary to review and improve individual provision.</p> <p>We hold SEN parents forums regularly and welcome your input. We can even put you in touch with parents who may have experience of similar issues if you would like to talk to them.</p> <p>If you are concerned about your child’s learning please speak to the class teacher first.</p> <p>Key point: we work closely with you to get the best for your child</p>
<p>Contact details</p>	<p>Inclusion Manger: Charlotte Deaves Parent Inclusion Worker: Karen Brooks SENCO: Julia Sherwood-Holme Headteacher : Stephen Davis Contact via the school office: 01480 454695 School Governor with responsibility for SEND: Liz Du Toit</p>
<p>What do these terms mean?</p>	<p>ADHD – Attention Deficit Hyperactivity Disorder ARE – Age Related Expectations ASC – Autistic Spectrum Condition (some people do not see autism as a disorder) ASD – Autistic Spectrum Disorder CAMH – Child and Adolescent Mental Health Services CIN – Child in Need EHA - Early Help Assessment – (replaces a CAF) a form completed with parents which may be shared with a number of agencies. It saves time if this information is only collected once but consent is given for it to be shared. The aim of a EHA is to help access the right help for your child, and get professionals working together EHC Plan - Education and Health Care Plan. These are written if your child has specific needs which cannot be met through the school alone. They are created following a request for assessment by the school or a parent and are reviewed annually. KS1 – Key Stage one (5-7 years including year 1 and year 2 Infants) KS2 – Key Stage Two (7-11 years including year 3,4,5,6 Juniors) LSCB - Local Safeguarding Children Board MASH - Multi Agency Support Hub SEND - Special Educational Needs and Disabilities SENCO – Special Educational Needs coordinator TAF – Following creating a Family CAF we hold regular meetings to check up on progress and discuss further help needed. These are called Team Around the Family (TAF) meetings and all the professionals working with your child will attend. TFF – Together for Families. A national initiative to help families in most need.</p>