



Holtsmere End Junior School

Where Children Flourish

Special Educational Needs and Disability (SEND) Information Report

(To be reviewed Summer Term 2023)

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 children, including those with SEN. We work to support our children 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 are passionate in our ambition to encourage and support children to achieve their full potential in all areas of school life through providing high quality provision within a safe, nurturing and enriching learning environment. We actively encourage parents and carers to be involved in the education of their child and see effective home- school partnerships as the key to pupils' success.



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 DfE Special Educational Code of Practice 2015 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. These needs may be within areas of:

- **Communication and Interaction** (speech and language needs and or social communication need)
- **Cognition and learning** (specific learning difficulties)
- **Social, emotional mental health needs**
- **Physical or Sensory difficulties**

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 something that distracts them from learning. At Holtsmere End Junior School 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. We maintain a SEN register which outlines different needs and different support and we review this regularly. The national average for the percentage of pupils with SEN is 16.6% while the percentage of pupils at Holtsmere End Junior School is 24%.

How does school know if my child needs extra help and what should I do if I think my child may have SEN?

We follow the 'Assess-Plan-Do-Review' graduated approach model of intervention and support and include pupils, parents and carers (where relevant and appropriate) in this process.

At Holtsmere End Junior School we conduct a thorough and individualised assessment of children, which might include:

- Observation, termly class-based assessment and diagnostic assessment.
- Communicating and consulting effectively with all stakeholders, including: Pupil Progress Meetings, Parent's and carers' meetings and target setting with children.
- Individual Provision Map meetings with InCO (Paul Heskin)
- Involvement of outside agencies.
- Differentiated class-based activities.
- Constant monitoring and review of progress during interventions.

Parents and carers initially contacting their child's class teacher if they think their child might have a Special Educational Need. An appointment can be made through the school office.

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| We take a graduated approach to identifying and supporting pupil's needs. Tiered approach - Academic and Emotional | |
| <p>Emotional Tier 1 - Reasonable adjustments</p> <ul style="list-style-type: none"> Concerns identified; informal meeting with parents/carers Child remains in class Specific attention to Education and Protective consequences Support to achieve behaviour expectations (Informal Behaviour plan or reflection sheet) | <p>Academic Tier 1 - Reasonable adjustments</p> <ul style="list-style-type: none"> Concerns identified; informal meeting with parents/carers Child remains in class Minor adjustments made to learning through differentiation Interventions to close gaps in learning |
| After a reasonable period of time, where Tier 1 has proved ineffective, send evidence to SEND meeting for team to consider next steps (CPOMS, SIMS, plans, assessments, stages, informal behaviour plans and reflection sheets) | |
| <p>Emotional Tier 2 In class</p> <ul style="list-style-type: none"> Formal meeting with parents/carers Individual time with adult to pre-empt and avoid poor learning behaviours Possible referral to specialist service Individualised plan - represent child and parents/carer's point of views Possible support from Learning mentor member of the SLT RAMP | <p>Academic Tier 2 Individualised curriculum in class</p> <ul style="list-style-type: none"> Formal meeting with parents/carers Reasonable adjustments made within the classroom with suggestions from SEND team. Possible referral to specialist service. Individualised curriculum delivered where appropriate (Individual Monitoring of Academic provision) |
| After a reasonable period of time, where Tier 2 has proved ineffective, send evidence to SEND meeting for team to consider (CPOMS, SIMS, reviewed plans assessments, RAMPs) | |
| <p>Academic and Emotional Tier 3 - Individualised curriculum In- house SEND Specialist Provision</p> <ul style="list-style-type: none"> Formal meeting with parents/carers Highly individualised curriculum designed and delivered with SEND Specialists : e.g. DESC and SALT. Possible EHCP, Ed Psych | |

How will school support my child?

At Holtsmere End Junior School the class teacher will identify a need and communicate with parents. Strategies will be discussed with the child and parent or carer. The InCo (Paul Heskin), Headteacher (Mrs McGuigan) and Teaching Assistants may also be invited to join these discussions. 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.

Holtsmere End Junior School has an inclusive ethos and is committed to ensuring all pupils receive a high-quality education and realise their potential regardless of any barriers they may face. As part of this policy, the majority of pupils with SEND are educated in the classroom, however, they will receive intervention and support (from teachers, teaching assistants and other professionals) matched appropriately to their needs.

We support children using a wide range of strategies. We offer a graduated and team approach to supporting all pupils. Firstly, it involves teachers and parents and then appropriate professionals, who can offer support and guidance as needed. Below details the tiered approach we take:

Tier 1 Reasonable adjustments within the classroom: Most children will make progress through minor adjustments to quality first teaching. In this tier, pupils make receive individual support in the classroom, one to one support, class work differentiated into small groups and/ or responsive group intervention. 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. Links are forged between classroom and responsive intervention to ensure continuity.

Tier 2 Individualised curriculum within the classroom and further intervention. This tier involves making reasonable adjustments within the classroom, with suggestions from specialist teachers, mental health lead, InCo or SLT. It also involves further intervention outside of the classroom to support learning within the classroom. For example, Phonics intervention sessions.

Tier 3 Individualised curriculum provided by SEND Specialist Provision. The final tier involves the few pupils who may require more intensive specialist support on a one to one or small group bases. For example DESC or SALT.

Underlying all of these Tiers: children may receive trauma informed interventions such as the Learning to Learn intervention and/or Social Emotional and Mental Health (SEMH) and/or External Professional Interventions.

Children who have an Education, Health Care Plan (EHCP) receive the necessary provision within the aforementioned tiered approach. Professional support and in-class support is personalised according to their needs. The EHCP is reviewed annually with parent/carer and professional input.

In the rare cases where Local High Needs Funding is granted, the school will adjust staffing and support with the individual pupil and other children's needs in mind.

Learning review evenings are held in Autumn and Spring term, where parents are informed of any support received and given feedback about the progress their child has made. Teachers may also set up meetings with parents at other times where necessary and are available to answer any questions parents may have.



How will I know how my child is doing?

At Holtsmere End Junior School we have a wide variety of methods which enable children, parents and carers to discuss how a child is doing in school. These include:

- Communication in the individual child's Link book.
- "Link-Up Time" 3.15pm -3.30pm (except Wednesday) for parents and carers to drop in and catch up with class teacher.
- Drop in sessions and appointments with InCo (Paul Heskin)
- Review meetings with Class teacher, InCo and or Teaching Assistant to assess outcomes and plan next steps.
- Opportunities for child, parent and carer to set and review Individual Support Plan targets with Class teacher.
- Learning Review Meetings in Autumn and Spring Term
- Marvellous Me App
- Curriculum and reading updates.
- Annual school reports.

Your child's progress is continually monitored by their class teacher. If your child is then identified as not making appropriate or expected progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may receive

Through reporting procedures, school will discuss with you any referrals made to outside professionals to support your child's learning.

- At the end of year 6, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally.
- The progress of children with an Education Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

- The Inco will also check that your child is making good progress within any individual work and in any group that they take part in.



How will the learning and development provision be matched to my child's needs?

Assessment of individual children's needs will inform provision planned and implemented for individuals and groups of children. We support children using a wide range of strategies:

- Class work is differentiated in small groups and individually when required.
- 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.
- Staff adopt an attachment aware approach to behaviour management to develop pupil's self-regulation and positive learning behaviour.
- Children with medical needs have a pupil profile and care plan in place (if appropriate).
- Subject leaders and class teachers meet with the Inclusion Manager to map provision for children.
- Provision, targets and outcomes are discussed at least every term and recorded in a child's Support Plan, which is subsequently reviewed.

When designing our curriculum, we extensively research and test the best approach whilst taking a number of key factors into consideration They include:

- A curriculum audit - As a school we undertook a review and audit of the curriculum we offer to the children. This involved looking at the best research and information available on how children learn most effectively. For example, we use the Herts agreed syllabus 'Religion for today and tomorrow' and 'Jigsaw' syllabus for PSHE. The history and geography curriculum is designed to ensure links are made and skills are taught in context together - in our school these subjects are known as 'topic'.

- As a school we use the HfL education documents: Essential spellings and Essential maths to support the planning of these subjects. As a school we also use the phonics programme Little Wandle. Careful research has taken place to ensure that using these resources has been focused on what works for our children with regards to progression and links to the Infant school curriculum have been forged.

- Barriers to Learning - we have identified that the most significant barriers to effective learning for our children are aspirations and improving children's communication and in particular their vocabulary. As a result, teachers plan to teach identified subject specific vocabulary linked to every unit of work taught. Displays in classrooms focus on subject specific vocabulary and are referred to within teaching. Every subject leader ensures that their curriculum is planned and taught to help overcome those and other barriers. For example, we take the children to Kidzania where the children learn about and role play experiencing different jobs as well learn about going to university.

- Cultural Capital - as a school we have identified the cultural capital our children need to get ahead in today's society. We ensure they have the knowledge, values and norms they will need to thrive and succeed in their learning and life more generally. Examples include ensuring they have an appreciation of different cultures, music and arts, increasing their vocabulary and teaching them essential life skills. As a school we have invested in the use of technology in order to give our pupils the skills and experience needed in today's society. Purple Mash and Google classroom are used to support learning including remote learning.

- Definition of learning - As a school we have determined that our definition of learning is 'a change to long-term memory'. This means that the way we implement our curriculum maps involves repetitive teaching of the key concepts in every subject. Each unit of work has built in practise, retrieval and consolidation of the key concepts taught to ensure knowledge sticks in the long-term memory. For learning to stick in the long-term memory, we teach knowledge in meaningful contexts and in a connected way ensuring that the sequencing of the curriculum reinforces this.

- Subject Key concepts - Every subject leader has identified key concepts from the National Curriculum for children to be procedurally fluent in each subject, and these underpin the curriculum maps for every subject.

- Relevance to the Children - at the beginning of lessons, children are taught about what the subject is and how it is relevant to their life and future. Links are made between previous learning and current learning, to move learning tasks from mere completion of tasks to engaging and meaningful learning.

- Balance - We have designed, organised and planned our curriculum to ensure every child receives an appropriate mix of academic and personal development which means that in practice our curriculum places equal importance on core and foundation. We place high priority on ensuring children's physical and mental wellbeing are met. We understand that children will not be successful learners unless they are emotionally secure. Therefore, we carefully design our curriculum and adopt a flexible approach to timetabling to ensure that we can meet and respond to any issues which may arise. Children's physical and mental wellbeing are as valued and important as academic development. For example, we have our 'Learning to learn intervention to support pupils with their learning behaviours.

As a school, we share these basic principles with stake holders through the school website and through governors' meetings and visits.

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

- Mr Heskin, 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.
- Children are educated for the vast majority of the day in their class with peers, including opportunities for mixed-ability collaboration.
- Key staff are identified for children who need access to 1-1, emotional support throughout the day.
- Mrs Sexton, our Learning Mentor, Mrs McGuigan our Mental Health Lead and Mr Heskin are available at the start and end of a day for parents/carers to respond to queries, concerns and crises. They support parents/ carers and children as needed.
- 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.
- Open Toy Box work with some individual children on a one to one basis
- School Counsellor (Safe Space) works with individual children on a one to one basis.
- Peer mediators are available at lunchtimes.
- Extra-curricular activities provide enrichment opportunities.
- In-class PSHE sessions and personalised small-group bereavement interventions respond to needs of children. Referrals to outside agencies are made if needs are unmet: including CAF support, outreach support from children's centres, school nurse support, and family support workers.



What training have the staff supporting children and young people with SEND had or having?

From the annual school improvement plan, training needs are identified and delivered by Outside agencies or staff within school.

These include:

- Whole staff diabetic and EpiPen training.
- Whole staff STEPS training - a Hertfordshire behaviour management programme.
- Learning mentor receives drawing and talking and protective behaviour training.
- SALT provide training for LSA's.
- All staff have safeguarding and first aid training.
- 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.
- Regular TA meetings and training sessions.
- Mr Heskin holds the National Award for SEN Coordination (2019).

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

Many of the agencies operate a tiered system, in order for a referral to be accepted, criteria must be met and a period of school support is likely to be needed first. Agencies include:

- Children's development centre (Hemel Hempstead) and Dacorum Educational Support Centre (DESC) involvement
- Educational Welfare officer (EWO) and Attendance Improvement Officer (AIO)
- Occupational Therapist (OT)
- Educational Psychologist (Ed. Psych)
- Speech and Language Therapist (SALT)
- Child and Adolescent Mental Health Services (CAMHS)

- Autism advisory teacher
- School nurse and Diabetic nurse
- Open Toy Box play therapy
- School Counselling Service. (Safe Space)
- Children adolescent and mental health services CAHMS
- Specialist teachers (Hearing and Visual impairment)

Another organisation who can help is:

Special Educational Needs and Disability Information Advice and support Service (SENDIASS) An impartial service funded by Hertfordshire County Council. Their expertise and training in special educational needs and disabilities and disagreement resolution help them to help parents. They offer a personalised, confidential service to help parents understand how special educational needs are assessed and managed so that they can make informed decisions about their child's education. Tel: 01992 555847 Email: sendiass@Hertfordshire.gov.uk Website:

<https://www.hertfordshire.gov.uk/microsites/local-offer/support/sendiaass.aspx>



How will you help me to support my child's learning?

We believe in a fully inclusive approach to supporting pupils with additional needs and this means working in partnership with parents and carers to support in whatever way we can to enable each pupil to achieve their potential.

- All teachers at Holtsmere End Junior School have a responsibility for the teaching, monitoring and evaluation for pupils with Special Educational Needs.
- Our graduated response to need from initial conversations with the Class Teacher to more specific personalised support is always through discussion with the parents or carers initially, informally or through learning review meetings and/or reviews as part of our SEND arrangements in school for example: individual review meetings; multi-agency meetings; parent support linked with the Pastoral Lead; parent / carer workshops; or home-school link books.
- A curriculum newsletter for each class is produced at the beginning of each term. This gives you an indication of what the learning for that term will incorporate and an opportunity to research, do projects, visit museums or read books together about the topics.
- All children receive home learning through Google Classroom, which varies in content, length and frequency by age group, yet focuses on similar skills. The work is always of a consolidatory nature and a Success Criteria is to support children's learning.
- Our blog is regularly updated and celebrates children's learning.
- If you need further advice on supporting your child's learning, please talk to your child's teacher.
- Teachers will meet with you at the Autumn and Spring Learning Review meetings to discuss children's progress and the support they receive. The InCo will meet with you at these meetings or at a more appropriate time for yourselves, if there are more specific plans to be put in place.

How will I be involved in discussions about and planning for my child's education?

- Regular meetings with one or several of the following members of staff: Class teacher, Teaching assistant, Learning Mentor and InCo as required.
 - Learning Review Meetings
 - Parent voice in EHCP plans and annual reviews

- Parent voice in Individual Support Plans
- Open door policy - (Link up time 3.15pm to 3.30pm every day except Wednesday)
- Drop-in informal sessions to meet with InCo and parent questionnaires
- Courses led by Dacorum family services and Autism Advisory teacher.
- Governing body has parent governors on it and provides strategic management and acts as a 'critical friend' supporting the work of the Headteacher and other staff when drafting and reviewing policies and parent/carer feedback .

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

Holtsmere End Junior School 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 including residential trips and afterschool clubs. 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

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.

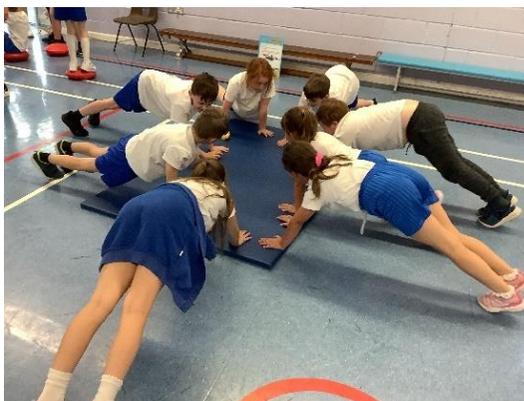


How accessible is the school environment?

- We meet the requirements of the Disability Discrimination Act (DDA), 1995
- We meet the requirements of the Equalities Act (2010)
- Examples of how we meet these requirements and continually try to make improvements are: ramps where needed, adapted toilets and access to specialist curriculum areas.
- Resources and teaching are differentiated according to children's individual needs.
- We access support from outside agencies, such as CAMHS and an Educational Psychologist.
- Pupil Voice informs adjustments which are made to the physical environment and the suitability of resources used to access the curriculum.
- Our Learning Mentor works alongside parents and other staff to ensure that needs are met - we have a holistic approach.
- Appropriate members of staff regularly take part in training and disseminate this as required.
- Disabled access to toilets and disabled access car parking space.
- EAL support intervention and dual language books.

Who can I contact for further information?

- Your child's class teacher.
- Inclusion Co-ordinator (InCo) Paul Heskin pheskin@holtsmerejm.herts.sch.uk
- Headteacher Mrs E McGuigan head@holtsmerejm.herts.sch.uk
- Inclusion Governor Mrs Judy Bayliss jbaylis@holtsmerejm.herts.sch.uk
- School Telephone Number 01442 253 189 or email Inclusion@holtsmerejm.herts.sch.uk



How will the school prepare and support my child to join the school, transfer to a new school or the next stage in education?

At Holtsmere End Junior School 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:

- Transition mornings for Year 2 children in preparation for Year 3
- Transition days with local secondary schools.

- Opportunities for individual children to visit at different times of the day to familiarise with the Holtsmere End Junior School environment. E.g. Children with EHCPs.
- Communication between Inclusion Coordinators from local schools and national schools to enable the smooth transition of children to other schools. We will pass on any records and contact the school to ensure they know about any special arrangements or support that need to be made for your child.
- Communication with pupils, parents and carers about how to ensure transitions occur as smoothly as possible.
- Communication between teachers to ensure information about individual children is exchanged.

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

Provision is made within the school's budget to help fund resource provisions made for children with SEN. It is used to facilitate:

- Whole school inclusive practice and initiatives including multi-sensory resources.
- Teaching and Learning support assistants to support the delivery of targeted interventions under guidance of the class teacher following assessment to identify needs.
- Interventions from Specialist teachers.
- Specific resources to support differentiation including technology.
- Educational Health Care Plan (EHCP) funding is allocated to a particular pupil and the school may use it in whichever way most benefits that child. At Holtsmere End Junior School we provide the best opportunities for all our pupils so provision for SEND pupils is further enhanced through our Pupil Premium funding allocation. Parents are involved in this process.



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

- Pupils, parents, class teachers and the InCo will collaborate to assess a child's needs and plan appropriate support. Support will be reviewed after an agreed period of time and adjustments made as appropriate.
- An Education Health Care Plan for children with significant needs will inform decisions about how much support individual children receive.

What does the local Authority (LA) do?

All Hertfordshire LA maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible.

How can I find information about the local authority's Local Offer of and provision for children and young people with special educational needs and disability?

The Children and Families Act requires local authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25. This is the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents and carers in understanding the range of services and provision in the local area. Information about Hertfordshire's local offer can be found at: www.hertsdirect.org/localoffer



We care about what you think.

Each day the staff at Holtsmere End Junior School make many decisions and work hard to do the best for all pupils. Your comments - either positive or negative are helpful for future planning. Comments can be emailed to office@holtsmerejm.herts.sch.uk. Please see our Complaints Policy (which is available on the school website) for information on how to provide your input.