



## **Hursthead Junior School**

### **Definition of SEND**

The Special Educational Needs Code of Practice 2014 details the following:

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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

### **The School Offer**

#### **How does the school know when a child needs extra support?**

The vast majority of Hursthead Junior School pupils come from the Infant School and the two schools liaise closely. All information to help your child succeed will be passed on from the Infant School. Children who have already been identified as needing extra support come with their own 'passport' to help us understand and meet their needs. These children are invited to make additional visits to the Junior School to ease and aid their transition.

It may be that the need for extra support is identified by the class teacher at a later stage if your child is not making progress in line with their peers. This might be identified through their attitude to and enjoyment of learning; their inability to work independently or they may have particular areas for development identified through class work or assessments. We would always communicate with parents if we felt your child needed extra support and we would invite you to do the same.

#### **How will I share information with the school about my child's needs?**

The class teacher is always the first point of contact and you are welcome to talk to the class teacher about your child's needs at any point. It is often possible to have a quick informal conversation or make an appointment to discuss any concerns in more depth. The SENCo role is shared between Mrs Proffitt and Mrs Powell and they are always happy to address any queries you may have. You are welcome to visit the school before your child starts so that we can develop the partnership between home and school.

### **How does the school support a child with SEN?**

We have a whole range of strategies and interventions available to support your child and will discuss the best options with you. Many of these are led and managed within school but we will also use the advice, support and intervention of many outside agencies including, but not limited to: Speech and Language Therapy, Occupational Health, Behaviour Support Service, Learning Support Service, Educational Psychologists.

### **How are governors involved and what is their responsibility?**

Governors are responsible for ensuring that all pupils are getting the best provision possible and closely monitor the progress all children are making. Mrs Ashworth is our designated SEN governor. She meets with the SENCo to review provision and to find out about the strategies that are in place in school.

### **How will the curriculum be matched to my child's needs?**

All children are placed in ability sets for Maths and English so that they can be challenged and supported at the appropriate level. These sets are flexible and children regularly move between them. The curriculum is differentiated so that your child can access it at their level. This could include using different coloured paper or less text, altering the task to a more appropriate level, providing practical resources for support e.g. Numicon, multilink, word banks etc. We will also look at the physical resources your child needs whether that be a particular kind of chair or sloping board to write on and will take advice from Occupational Therapy about this.

### **How can I work with the school to support my child's learning?**

We always welcome support from home and there will be regular conversations about how you can do this. Establishing routines around completing homework tasks, learning spellings and times tables where appropriate and practising reading are all really helpful. Your child may have particular tasks to work on that have been agreed and identified for home and school to develop together.

You are also welcome to use the services of Mrs Cresswell, a parent practitioner, who works with the school. She runs group workshops but will also work with individual families, as appropriate.

Your child may have an IEP (Individual Education Plan) that will address their specific needs which will be shared with you.

### **How does the school know how well my child is doing?**

Your child will be set targets to help measure their progress. These will be small, manageable steps appropriate to your child's needs. Teacher assessment is the most useful measure of how your child is doing as it reflects the level they are achieving at on a regular, daily basis. However, we do also use summative assessments, which focus on what a child has learned at the end of particular topic or unit, to get a picture of what your child can do and what they may need further support with. These enable the teacher to adjust their teaching accordingly. All targets are sent home so you know what is being addressed in class and can support at home.

If it is appropriate, your child will sit end of Key Stage assessments at the end of Year 6. These measure progress from the end of Year 2 and are national, standardised assessments.

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

At Hursthead Junior School, we pride ourselves on the pastoral support we are able to provide. On entering the school in Year 3, your child will be allocated a Year 6 buddy, who they will already know through the transition process. This buddy will help them settle into school life. They will also be a member of one of our 4 school families – Bulkeley, Moseley, Henshaw or Davenport. This system provides additional peer support and encouragement and is part of our rewards structure.

Interventions do not only focus on your child's academic needs but are designed to help children develop their social interaction skills, communication skills and address their wider needs to ensure they are happy. After all, if a child is happy, they are better placed to learn and succeed.

Our midday assistants are also teaching assistants and they soon build up positive relationships with the children both in and out of the classroom. In this way, they are able to identify any changes in behaviour, playground concerns or issues and will liaise immediately with class teachers to address these.

All children benefit from a curriculum that helps develop their life skills through SEAL (social and emotional aspects of learning) and PSHE (personal, social and health education). Trips, visits, residentials and the Forest Schools programme currently running in Year 5 help children to develop resilience, perseverance, team work and other skills that help them to become good learners.

### **How does the school manage the administering of medicines?**

See Managing Medical Conditions in School policy.

Class teachers are unable to administer medicines. There are only certain members of staff including senior leaders and office staff who can do this, provided that the correct paperwork has been completed by parents and that it is essential for the child to have medication during the day. All medication should be handed in to the school office, in its original packaging and with parental authorisation.

Children carry their own blue inhalers but there is always the option for a spare to be held in the office as well.

### **What support is there for behaviour, avoiding exclusions and increasing attendance?**

Wherever possible, we aim to manage behaviour with a focus on the positives. All staff have received Restorative Approaches training and this is being developed across both the Infant and Junior Schools. We use a simple traffic light system to ensure that the behaviour policy is applied consistently and transparently across the whole school. Expectations of behaviour are made clear. Parents are made aware of both positive and negative behaviour so that we can work together to address any concerns.

When required, we use the Behaviour Support Service and the Inclusion Service who make recommendations and give useful advice. They also work with individuals and small groups to

address specific needs. Exclusion is an option available to school where it has not been possible to improve a child's behaviour or as the result of an extreme incident. Attendance in school is excellent and is monitored through the Young People's Worker. We monitor any attendance below 90% and always request contact from home on the first day of a child's absence. Absence for holiday during term time will not be authorised. Authorised absence currently stands at 2% and unauthorised at 0.1%.

### **How will my child be able to contribute their views?**

Your child will be invited to attend and participate in relevant parts of any meetings about them, to explain what is working well for them and what they need help with. Targets are set with the child so that they know what their goals are. Children also contribute to their one page profile which helps share how they learn best, what they like to do and how they need or like to be supported.

### **Is there a range of services school can liaise with?**

A variety of outside agencies provide either direct teaching/programmes for school to implement, assessment and/or advice. These include:

- Speech and Language
- Occupational Therapy
- Educational Psychology
- Behaviour Support
- Learning Support Service
- Inclusion Service
- Physiotherapy

School liaises closely with any other agency involved with the child e.g. Paediatrician, CAMHS, Young Carers etc.

### **How will my child be included in activities outside the classroom?**

Your child will be included in all activities both in and outside the classroom. It is sometimes necessary to ask for parental support in making this possible e.g. support on residential or trips to ensure the wellbeing of your child.

Teaching assistants frequently support children in the playground, during PE lessons and in other activities.

We have experience of working with children with physical disabilities and will risk assess all activities for suitability and to enable us to be as inclusive as possible.

### **How accessible is the school environment?**

The single storey building and playground is fully accessible. We have two disabled toilets, adjustable height screens in the Year 5 and 6 classrooms and adjustable height worktops in the multi-purpose room. There is wheelchair friendly access to the building.

### **How will the school prepare my child for transferring to a new school?**

Transition takes place every year and teachers share information to best support your child. It is always possible for them to visit their new teacher and classroom for familiarisation visits.

When transferring to High School, staff are invited to review meetings and to meet with the child in school. We can arrange additional visits to High Schools with staff that know the children well. We start to prepare the child and ask for maps of the school, timetables, uniform and anything that will help the children become comfortable with the change. Where appropriate, we will make recommendations to High Schools about friendship groups.

### **How are the school's resources allocated and matched to the needs of an SEN pupil?**

The school provides the resources required to support your child's learning. Additional support is funded within the school's budget. We ensure that all children who have additional needs have their needs met to the best of the school's ability with the funds available.

The budget is allocated on a needs basis. Children who have the most complex needs are given the most support, often involving TAs. This support may be given individually or within small groups. Wherever possible, we aim to support children within the classroom.

If a child has an Education Health and Care Plan this can include a budget to fund individual support/specialised equipment etc.

### **How are decisions made about the type and level of support that my child may need?**

All decisions about your child's needs are made in consultation with parents and outside agencies, as appropriate. We will take recommendations from Educational Psychologists and other experts in their fields and, ultimately, agree a support package that is acceptable to parents and the school.

This will be reviewed regularly to meet your child's changing needs through review meetings involving all parties.

### **How will I know if the provision has had an impact on my child's development?**

All interventions are monitored closely to ensure the time spent has an impact on learning. All practitioners are fully trained, supported and monitored to ensure high quality teaching. Intervention groups follow an assess/discuss/plan/review process to ensure the intervention is relevant and effective. Each child's progress is tracked by the class teacher, SENCOs and the headteacher. Parents are informed of the child's progress at least termly.

### **Who can I contact for further information?**

You could look at our SEN policy or Inclusion policy.

You can ring 0161 439 6961 to make an appointment to speak to Miss Losse, our Head teacher, or Mrs Powell and Mrs Proffitt (our SENCOs).

If your child already attends Hursthead Junior School your first point of contact will be your child's class teacher.