

Hart Plain Junior School

SEND Information Report

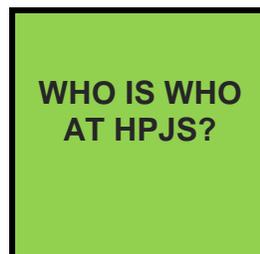


What is this report?

This SEN information report explains how we meet our duties towards pupils with special educational needs and disabilities (SEND) and support them to feel safe and valued. Our report is designed to give you information about what the school offers all pupils and in particular those pupils who have a special educational need or disability. It has been written by the school's SENDCO in consultation with governors, staff, parents and pupils.

Our report is available to view on the schools website at www.hartplain-jun.hants.sch.uk. It is written to compliment the Local Authorities report which has been named the "Local Offer." Hampshire's Local Offer is available at <http://www.hantslocaloffer.info>, where you will be able to get further information about services available for your child.

The following report has been divided into five sections. Each of the sections is shown below.

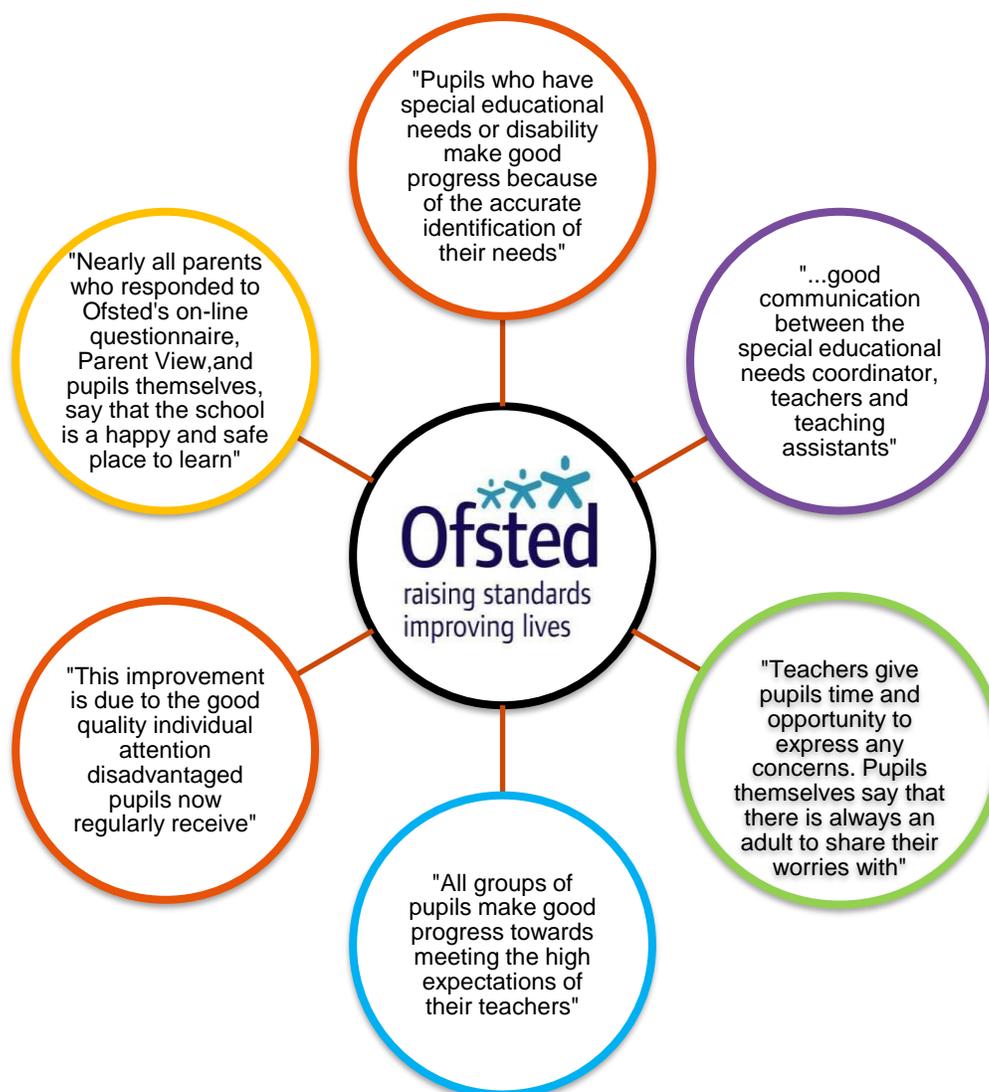


Who are we?



Hart Plain Junior School is a mainstream school. Here at Hart Plain Junior School we believe that each child is unique and that, during their time at Hart Plain, they may be in need of special consideration or support. We are committed to providing equal opportunity for all children to have access to the full benefits of a broad and balanced curriculum. They should have the support they need to be safe, healthy and enjoy school so that they achieve their full potential. Where possible our children should be involved in the decisions made for them and have the self-confidence to make a positive contribution in their lives.

Here are some extracts from our most recent Ofsted inspection from June 2016:



What are the areas of need?



The 'Code of Practice' (last updated January 2015) states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

Area of Need	Relating to difficulties with:
Communication and Interaction	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.</p>
Cognition and Learning	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>• Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia</p>
Social, Mental and Emotional Health	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
Sensory and/or Physical	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment • Over sensitivity to noise / smells / light / touch / taste • Toileting / self-care

Your questions answered



HOW DOES HART PLAIN KNOW IF OUR CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?

We know when our children need help if:

- Concerns are raised by parents/carers, teachers or by the child himself/herself
- They experience difficulties in regular tests
- Limited or no progress is being made
- There is a sudden change in the pupils' behaviour or progress

If you are concerned about your child you should first contact your class teacher to discuss these concerns. After that, if you are not fully satisfied, you are very welcome to make a direct appointment with SENDCO, Emily Smith.

HOW WILL BOTH YOU AND I KNOW HOW MY CHILD IS DOING?

Parents/carers are invited into the school three times a year to our Parents' Evenings when the SENDCO is also available but please feel able to make further appointments to suit you at any other time. We also produce a formal report that is sent home during the school year which will update you on the progress your child is making.

HOW WILL YOU SUPPORT MY CHILD?

Our SENDCO will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will regularly plan and review the progress of every child with SEND to ensure that their work is scaffolded enough to give them full access to the curriculum. There may also be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The SENDCO regularly reports to the headteacher and governors to measure how successful is the support for children with SEND.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

Wherever possible, your child will be encouraged to take part in learning at the same level as the rest of the children in the class. We believe every child with SEND has an equal right to be included in all academic, social and physical activities in school. This means we are committed to making sure every child can access the learning. Teachers are dedicated to personalising the learning tasks so children with SEND are supported in different ways to achieve their full potential.

HOW IS THE DECISION MADE ABOUT THE TYPE AND EXTENT OF SUPPORT MY CHILD WILL RECEIVE?

Every child in the school is discussed regularly during pupil progress meetings. The class teacher, with support from the SENDCO if needed, will decide which resources and which methods are best suited to each child. Different children will require different levels of support in order to bridge gaps to achieving age-expected levels.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE SCHOOL CLASSROOM INCLUDING SCHOOL TRIPS?

Activities and school trips are available for all children. Risk assessments are carried out and procedures are put in place to enable all children to participate whether or not they have additional learning or emotional needs. This sometimes means we ask a parent or carer to accompany a trip.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

The school prides itself on its emotional, social and medical support for all.

Should your child need prescribed medicine to be administered during the school day then this is managed through the school office.

Should your child have a health care plan that has been devised by the school nursing team or otherwise then this will be shared with all staff concerned.

HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

The class teacher may suggest ways of supporting your child at home.

External agencies (such as those listed in Who Else Does the School Work With? section) may suggest programmes of studies or strategies which can be used at home.

We offer a variety of support for those children or parents who may be experiencing emotional difficulties:

- PSHCE curriculum – taught sessions with teachers to develop strategies
- Time with our Emotional Literacy Support Assistant (ELSA)
- 'Chill Time' relaxation
- Time with our Family Support Worker
- Lunchtime activities
- Buddy Bench
- Structured Play - *Oasis*
- 1:1 or adult-led group play
- Friendship groups
- Anger-management support
- Breakfast Club – for a positive start to the day
- Support with external agencies – see *Who Else Does the School Work With?* below
- Focused activities surrounding mental health

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT (OR ACCESSED BY) THE SCHOOL?

At times it may be necessary to consult with external agencies. The following is a list of the agencies we may consult (this is not a definitive list):

- Educational Psychologist
- Child and Mental Health Care
- School Nursing Team
- Occupational Therapist
- Children's Services
- Primary Behaviour Support Team
- Family Support Worker
- Emotional Literacy Support Assistant
- Speech and Language Therapist

WHAT TRAINING HAS THE STAFF SUPPORTING SEND HAD OR WHAT TRAINING ARE THEY HAVING?

Different members of staff have received various training related to SEND. Training is matched to the immediate needs within school.

These have included sessions on:

- Basic first aid
- Teaching methods
- Encouraging independence
- *Scaffolding* learning techniques
- Attachment
- Supporting parents
- Emotional Literacy Support
- Counselling
- EpiPen Training
- Insulin Pump training
- Dyslexia – teaching strategies to support
- Message behind the behaviour
- Supporting children with ADHD and ASC
- Transition to Secondary School

HOW ACCESSIBLE IS OUR SCHOOL?

- We have a spacious disabled bathroom
- The school has a disabled parking bay
- The school has a hearing induction loop fitted
- The majority of the building is wheelchair accessible with wide doors for access
- We liaise with EMTAS (Ethnic Minority Achievement Service) who assist families with English as an additional language
- The governors will admit any pupil whose Education, Health & Care Plan (EHCP) names the school.
- Priority admission will be given to vulnerable children if the school is oversubscribed.

- The Equality Duty Action Plan is our commitment to ensuring every child is fully included in every activity.

HOW ARE PARENTS INVOLVED IN OUR SCHOOL? HOW CAN I GET INVOLVED?

All parents are encouraged to contribute to their child's education. This may be through:

- Attendance at Parents' Evening
- Discussions with your child's class teacher
- Invitations to meet with the SENDCO
- Through attending meetings with external agencies when requested
- Through attending any informal meetings
- Attendance at celebratory events e.g. plays, celebration of work, class assemblies
- Volunteering

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the Young Governors scheme which has an open forum for any issues or viewpoints to be raised. All children discuss and set their targets with their class teacher. If your child has an EHC Plan then their views will be obtained before any meetings. Once a year our SENDCO will survey the opinions of children with SEND to learn how they feel about the quality of their experiences in school.

HOW WILL I RAISE CONCERNS IF I NEED TO?

You should first contact your child's class teacher to discuss any concerns you may have. You can also phone the office on 02392 263200 to make an appointment to see our SENDCO. You can also expect the opportunity once per year to complete a special SEND

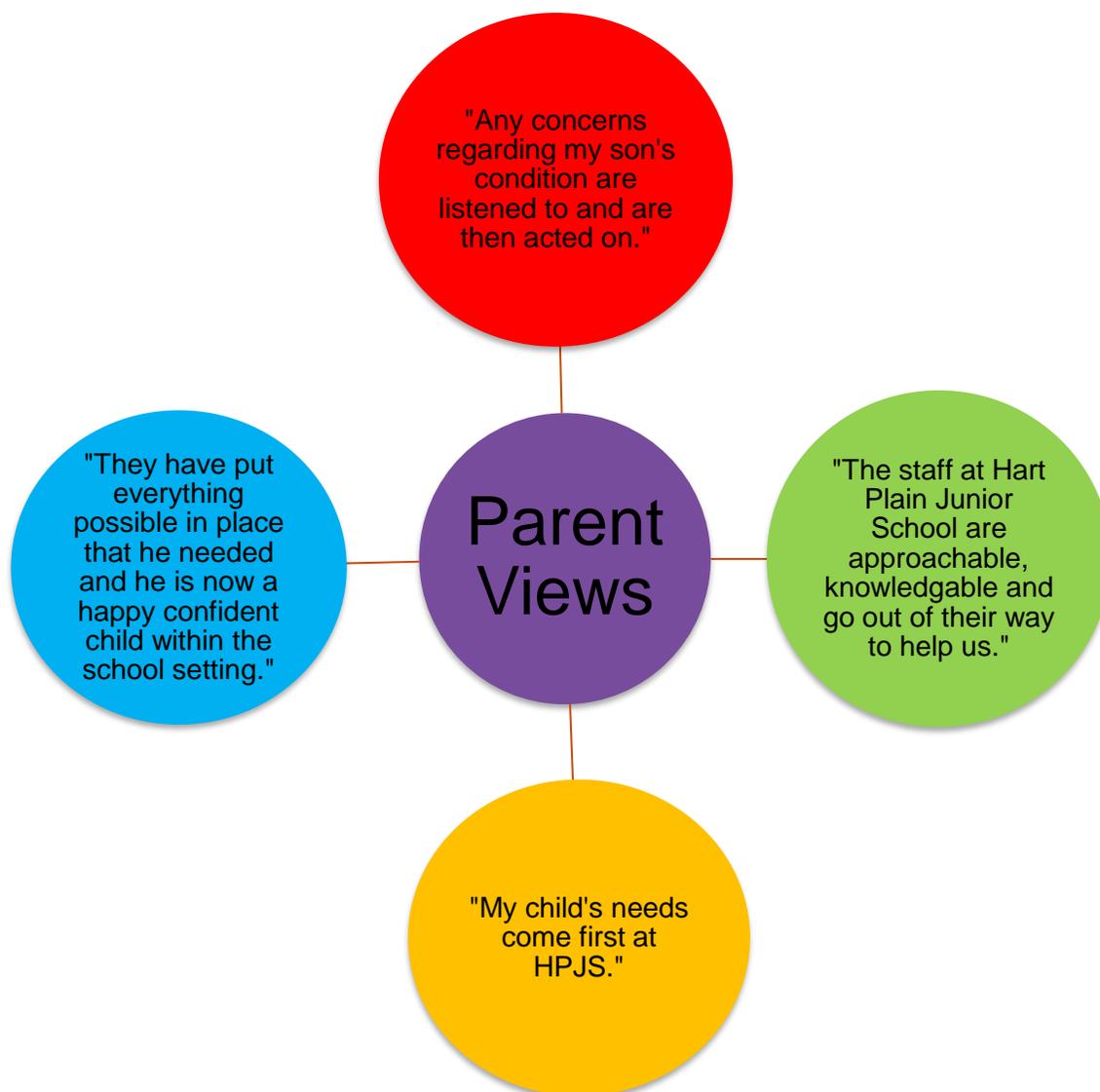
questionnaire so we can learn from your views how to make things even better.
(See our Complaints Policy for more information)

HOW WILL THE SCHOOL SUPPORT MY CHILD WHEN JOINING THE SCHOOL, TRANSFERRING TO A NEW SCHOOL AND IN PREPARING FOR ADULT LIFE?

Transition from or to another school is an exciting and yet daunting prospect for some. At Hart Plain Junior School we work really hard to ensure transition goes well. Information is regularly shared between feeder schools. Regular opportunities are made in order for all of the children to visit their new settings well before their start date. Should additional visits

be needed then these are arranged. Social stories can also aid transition and these are also used where appropriate. Meetings with new parents are arranged with new class teachers and the SENDCO (if required) at the start of the year.

PSHCE lessons and school assemblies are dedicated to teaching children our five core values. These help to prepare them to pursue a healthy lifestyle; make good relationships; realise their ambitions and keep themselves safe.



Who's who at HPJS?



FAMILY SUPPORT WORKER (FSW)

Mrs Sarah Atkins is our Family Support Worker and regularly works with a number of families across the school. She is available in school every morning from 8.30am.

SPEECH AND LANGUAGE SUPPORT

Mrs Donalee Muckelt and Ms Sarah Essam are our speech and language support assistants. They meet with the external Speech and Language therapist and receive support and training through the local schools cluster. Ms Essam has completed the ELKLAN training.

SPECIAL EDUCATION NEEDS AND DISABILITIES CO-ORDINATOR (SENDCO)

Mrs Emily Smith is the school's named SENDCO. Both our Headteacher and our SENDCO have successfully gained the National SENDCO Award.

SUPPORT STAFF TEAM

Each class has a Teaching Assistant (TA) attached to it each weekday morning. The role of the TA is to work with children across all abilities to provide challenge and support as directed by the class teacher. TAs also run SEND intervention groups outside of lesson times.

EMOTIONAL LITERACY SUPPORT ASSISTANT (ELSA)

Mrs Melanie Toogood is our named ELSA. She works every afternoon and provides a variety of group sessions and 1:1 emotional support to many of our pupils. Members of the school team are also qualified in Child and Adult Mental Health First Aid.

Who else does the school work with?



Hart Plain Junior will seek advice from any external agency and so this is not a definitive list.

<p>SPEECH AND LANGUAGE THERAPY (SALT)</p>	<p>CHILD AND ADOLESCENT MENTAL HEALTH (CAMHS)</p>
<p>The school has a named Speech and Language therapist who visits the school. The support from the therapy service may include:</p> <ul style="list-style-type: none"> - Discussion and advice on activities you can use at home. - Assessing pupils' individual communication needs and supplying school/home with an individual SALT plan identifying targets to be worked towards. - Providing advice, games and activities for school/ or home to work on with the children. 	<p>A wide range of health professionals who can support children where there are concerns about their emotional well-being and mental health. They can also work with their families and carers.</p> <p>https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/</p>
<p>PRIMARY BEHAVIOUR SUPPORT TEAM (PBS)</p>	<p>SENDIASS</p>
<p>PBS work closely with the school, parents, carers and children to offer support with the management of more challenging behaviour.</p> <p>https://www.hants.gov.uk/educationandlearning/educationinclusion/service/primarybehaviourservice</p>	<p>SENDIASS provide a single point of contact for children and young people with special educational needs and/or disability and their parents and carers.</p> <p>www.hampshiresendiass.co.uk</p>
<p>CHILDREN'S SERVICES</p>	<p>OCCUPATIONAL THERAPIST (OT)</p>
<p>School has access to and works very closely with Social Care in supporting both our children and families as needed.</p> <p>https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/contacts</p>	<p>The OT helps to reduce a child's difficulties and improve their ability to learn, socialise and play, finding ways to overcome any problems they experience in participating in day-to-day activities. They will work closely with the child, parents and teachers to develop practical approaches and find solutions to help children get the most from life whether at school or in the home.</p>
<p>SCHOOL NURSING TEAM</p>	<p>EDUCATIONAL PSYCHOLOGIST (EP)</p>
<p>The school nursing team works closely with schools, parents and children to offer support and advice on a range of issues. They play a vital role in children's development and the management of medical conditions which require further support. Their website is fantastic for further information:</p> <p>http://www.southernhealth.nhs.uk/services/childrens-services/school-nursing/</p>	<p>The school has subscribed to the Hampshire EP service and access will be dependent upon individual pupils needs through discussion with the SENDCO, parents/carers and class teachers. The EP service is able to work with the school in order to support learning and identify areas of need.</p> <p>https://www.hants.gov.uk/educationandlearning/educationalpsychology/</p>