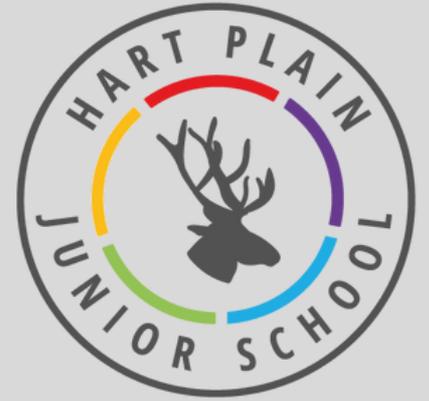


SEND INFORMATION REPORT



ANNUAL 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 SENCO in consultation with governors, staff, parents and pupils.

Our report is available to view on the school's website at www.hartplain-jun.hants.sch.uk. It is written to complement the Local Authority's report which has been named the 'Local Offer', where you will be able to get further information about services available for your child in Hampshire.

The Local Offer is available at <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

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

WHO ARE WE?

WHAT ARE THE AREAS OF NEED?

YOUR QUESTIONS ANSWERED

PARENT VIEWS AND OFSTED

WHO ELSE DOES THE SCHOOL WORK WITH?

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. Children will have the support they need to be safe, healthy and enjoy school so that they achieve their full potential. Where possible, our children are involved in the decisions made for them and have the self-confidence to make a positive contribution in their lives.

Our highly experienced staff are all here to support you and your child in the best way we can:

 Emily Smith is the school's named SENCO. Our Headteacher and our SENCO have gained the National SENCO Award.

 Sarah Atkins is our Family Support Worker and Child and Adult Mental Health First Aider.

 Pauline Warnants is the named SEND governor.

 Each class has a teaching assistant attached to it. The role of the TA is to work with children across all abilities to provide challenge and support. Speech and Language provision, emotional assistance (ELSA) and various other intervention programmes are run by the class teaching assistants.

SEND AREAS OF NEED



The SEND Code of Practice states that there are four main areas which cover special educational needs. These areas and their meanings are as follows:

SENSORY AND PHYSICAL NEEDS

These pupils may have a medical or genetic condition that could lead to difficulties with:

- 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 and self-care

COGNITION AND LEARNING

Children may have difficulties with the skills needed for effective learning such as use of:

- 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
- Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia

SEND AREAS OF NEED



SOCIAL, EMOTIONAL AND MENTAL HEALTH

Children may have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD)
- Anxiety and depression
- Attachment disorders
- Low self-esteem
- Issues with self-image

COMMUNICATION AND INTERACTION

Children may have a delay in one or more of the following areas:

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.

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.

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 needs.

YOUR QUESTIONS ANSWERED



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 pupil's 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 SENCO, Emily Smith.

HOW WILL YOU SUPPORT MY CHILD?

Our SENCO 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 a curriculum that suits their ability. 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 SENCO regularly reports to the Headteacher and governors to measure the success of the support for children with SEND.

HOW WILL I KNOW HOW MY CHILD IS DOING?

Parents are invited into the school at least three times a year to our Parents' Evenings, when the SENCO is also available. In addition, you will also be invited to regular meetings with the SENCO. However, all our staff are always available to support you so please feel able to make appointments at any other time. If your child makes progress and no longer requires support, they may be removed from the SEND register. Careful monitoring will continue. 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 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. Where necessary, they will access a bespoke curriculum suited to their individual needs. We believe every child 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 opportunities available. Teachers are dedicated to personalising learning tasks so children with SEND are supported in different ways to achieve their full potential.

YOUR QUESTIONS ANSWERED



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 SENCO, 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 the gaps to achieving age expected levels.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE 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 may ask a parent or carer to accompany us on a trip.

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

The class teacher will suggest ways of supporting your child at home and the SENCO will always be available to talk through any challenges you may be facing.

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

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S MENTAL WELLBEING?

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

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

- PDL curriculum – taught sessions with teachers to develop strategies
- Emotional Literacy Support Assistant (ELSA) sessions
- Zones of Regulation curriculum
- Time with our Family Support Worker
- Lunchtime activities
- TrickBox
- Structured Play
- 1:1 or adult-led group play
- Friendship groups
- 'The Hub' - morning club
- Parent and Carer coffee mornings
- Before School Club – for a positive start to the day
- Support with external agencies – see Who Else Does the School Work With?
- Focused activities surrounding mental health and wellbeing

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.

YOUR QUESTIONS ANSWERED



WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE TO THE SCHOOL ?

At times it may be necessary to seek advice from external agencies. The following is a list of the agencies, amongst others, we may consult with:

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

HOW ACCESSIBLE IS HART PLAIN JUNIOR?

The majority of the building is wheelchair accessible with wide doors for access. We have a spacious disabled bathroom and the school has a disabled parking bay.

The school has a hearing induction loop fitted. 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 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 SENCO. Please see our Complaints Policy for more information.

You can also expect the opportunity to complete a special SEND parent questionnaire so we can learn from your views on how to make things even better.

HOW ARE PARENTS INVOLVED IN SCHOOL LIFE?

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 SENCO
- Attending meetings with external agencies
- Attendance at celebratory events
- Volunteering

YOUR QUESTIONS ANSWERED



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 SENCO will survey the opinions of children with SEND to learn how they feel about the quality of their experiences in school.

WHAT TRAINING FOR STAFF IS AVAILABLE?

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

- Basic first aid
- Encouraging independence
- Scaffolding learning techniques
- Attachment and trauma
- Young persons mental health
- Counselling
- Insulin Pump training
- Dyslexia
- Challenging behaviour
- Supporting children with ADHD and ASC
- Transition to Secondary School

HOW WILL YOU SUPPORT MY CHILD WHEN THEY TRANSFER TO OR FROM THE 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 before and after the children transfer to us.

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 SENCO, if required, at the start of the year.

Transition Plans are co-written by teachers, parents, children and the SENCO, at the end of KS2, for those children that may require specific support when beginning a new school.

PDL 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. We teach the children about positive mental wellbeing and strategies to deal with stress and anxiety through our Trickbox and Zones of Regulation lessons.

PARENT VIEWS AND OFSTED



We pride ourselves on the strong collaborations and positive relationships between home and school. We actively promote a policy of openness and accessibility to encourage these partnerships. We will always involve parents and children throughout their journey with us.

These are highlights from our latest SEND parent questionnaire:

-  'Any concerns regarding my son's condition are listened to and are then acted on.'
-  'They have put everything possible in place that he needed and he is now a happy confident child within the school setting.'
-  'The staff at Hart Plain Junior School are approachable, knowledgeable and go out of their way to help us.'
-  'My child's needs come first at HPJS.'
-  'I cannot praise the school enough for everything they have done for my child.'



PARENT VIEWS AND OFSTED



We are very proud of the outcomes from our Ofsted inspection in February 2020. Here are some extracts:

-  'This is an inclusive school where adults prioritise identifying how to help pupils with special educational needs and/or disabilities.'
-  'Plans are used daily to ensure that all pupils get the same learning opportunities, regardless of their needs.'
-  'Parents and carers told us that they really value the supportive relationships that staff have with pupils with SEND and their families.'
-  'Leaders have prioritised support for the mental well-being of their pupils. Staff provide daily opportunities where pupils explore their emotions.'
-  'Pupils experience a wide range of opportunities that they may not have out of school. As a result, pupils understand more of the world around them and the importance of respecting everyone, regardless of their background or differences.'
-  'There is a strong and positive safeguarding culture at the school. Key staff have developed good relationships with families who may need extra support.'

WHO ELSE DO WE WORK WITH?



SPEECH AND LANGUAGE THERAPIST

NHS speech and language therapists visit the school to meet with parents and advise on activities you can use at home. They assess pupil's individual communication needs and create an individual SALT plan which identifies targets to be worked towards.

CAMHS

The CAMHS umbrella include 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.

<https://hampshirecamhs.nhs.uk/>

HAMPSHIRE SENDIASS

SENDIASS provide a single point of contact for impartial information and advice about children and young people with special educational needs and/or disability and their parents and carers.

<https://www.hampshiresendiass.co.uk/>

SCHOOL NURSING TEAM

The school nursing team works closely with schools, parents and children to play a vital role in children's development and the management of medical conditions.

<https://www.southernhealth.nhs.uk/our-services/a-z-list-of-services/child-health-services>

OCCUPATIONAL THERAPIST

The OT helps to improve a child's 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.

EDUCATIONAL PSYCHOLOGIST

The EP service is available to work with the school to support learning and identify areas of need. Access will be dependent upon individual pupils needs through discussion with the SENCO, parents/carers and class teachers.

<https://www.hants.gov.uk/educationandlearning/educationalpsychology/aboutus>

CHILDREN'S SERVICES

School has access to and works very closely with Social Care in supporting both our children and families as needed.

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/contacts>

PRIMARY BEHAVIOUR SERVICE

PBS work closely with the school, parents/carers and children to offer support with the management of more challenging behaviour.

<https://www.hants.gov.uk/educationandlearning/educationinclusion/service/primarybehaviourservice>