HILLBOROUGH JUNIOR SCHOOL

SCHOOL SEND INFORMATION REPORT

September 2024

HILLBOROUGH JUNIOR SCHOOL SEN INFORMATION REPORT

At Hillborough Junior School we believe in achievement, ambition and progress for all children.

We aim to meet the needs of individual children through highly effective teaching and learning.

We endeavour to emphasise early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We aim to work in a flexible way to develop effective partnerships with children and their parents/carers, the SENCO, specialist teaching staff both within the school and external professionals such as speech and language therapists, occupational therapists and child and adolescent health services (CAMHS) to ensure that the school can meet a broad range of special educational needs.

We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

A provision for children with Social, Mental and Emotional Health Developmental Needs is based on site at Hillborough Junior School and arrangements for admission are made via the Local Authority, not through the school itself. Children from Hillborough Junior School who we think would benefit from this additional provision must also be referred through the Local Authority and are not guaranteed a placement.

Hillborough Junior School's SEN Information Report should be read in conjunction with the following:

- Anti-Bullying Policy
- Race Relations Policy
- Child Protection Policy
- Safeguarding Policy
- SEN Policy

- Behaviour Policy

1. How does the school identify and organise support for children with special educational needs?

- In order to facilitate the early identification of pupils with SEND, a liaison meeting between the Junior and Infants schools' SEND co-ordinators takes place before the children transfer schools.

- Liaison with SEND co-ordinators at other infant schools will take place, where the child/children transferring are identified as having a SEND.

- Those children identified as having difficulties should be noted and future strategies are worked out. The records, including IEPs, are usually transferred with the child. Children's skills and levels of attainment (including reading ages) should be assessed by the Year 3 staff during the first half term in the autumn and this builds on the information provided by previous settings.

- Regular assessments should be made by all class teachers for all pupils to help to identify pupils making less progress than expected, given their age and individual circumstances. This can be characterised by progress, which is significantly slower than that of their peers starting from the same baseline, which fails to match or better the child's previous rate of progress, fails to close the attainment gap between the child and their peers and widens the attainment gap. Teachers can also identify other areas (not just attainment) where children are not making progress for instance, where a pupil needs to make additional progress, for example, in relation to social needs.

- Termly assessments are usually made by each teacher in reading, writing, mathematics and science for the pupils within their class. Alongside the outcomes of the more formal assessments, teachers take into account their own assessment of the child's ability, based on day to day classroom work. Results are recorded in terms of National Curriculum expected levels and indicators, and pre-key stage levels should be used as indicators and guidance for children achieving below the National Curriculum.

Information regarding the organisation of school groupings

- Children requiring more support for SEN in the area of cognition and learning may attend a small group setting during English and Maths sessions which is usually run by a HLTA (higher level teaching assistant) in accordance with the SENCO. This group is known within our school as 'Class 14' and is part of our 'pathway 2'. Pathway 2 is designed to follow the National Curriculum but at a pace suitable to meet the needs of the individuals with more scaffolding and delivered in a smaller group setting to help aid confidence and build up self esteem. Class 14 aims to help children make rapid progress in order to re-join their class peers as quickly as possible. It is a fluid group that changes according to the needs of the pupils.

- Pupils assessed as working below the National Curriculum (or pre-key stage standards) will become part of our 'pathway 3' for English and Maths. Planning for this group is developed through the objectives in the pre-key stage standards and their children's individual needs. The group is facilitated by two support staff, with planning developed in collaboration with the SENCo.

- Within year groups, there is a flexible grouping approach that is adopted. There are different teaching groups organised for English and Maths, depending on the needs of the cohorts. (See English and Maths policies). This enables available support to be targeted at the children with SEN within that year group.

- Learning support assistants are available in the afternoon and during foundation subjects to provide additional support for children, as directed by the year group teachers. This may involve working with individuals/groups both inside and outside of the classroom and may involve delivery of specific intervention programmes.

More detailed information regarding support provided for our pupils is provided in section 5 of this document.

2. Who are the key people in the school available to discuss parental/carers concerns about their child's difficulties?

- If a parent has concerns about their child's difficulties, they should, in the first instance, make contact with their child's class teacher. We encourage parents to make contact as issues of concern arise, rather than waiting until a parents' evening. Often it is possible to speak to a child's class teacher at the end of the school day to discuss concerns but it is most helpful if parents can make an appointment to speak to the class teacher via the school office. This way, it can be ensured that the class teacher has sufficient time available for the discussion to take place.

- The school's SENCO, Mrs P Whelan, is also able to see parents to discuss any special needs or concerns – appointments should be made through the school office.

- The Family Workers, Mrs Whitney and Mrs D'Cruze are available for parents to discuss concerns about their child. Again, appointments can be made via the school office. The family workers are able to liaise with the class teacher/SENCO as appropriate after meeting with parents. They are particularly able to offer support to parents where their concerns are about matters other than cognition and learning – for example, a child's behaviour at home

3. How will parents/carers be informed about a child/young person's progress within the setting and how will his/her progress be measured?

Informing Parents about Progress:

- Contact is made with parents at parents' evenings by class teachers in the autumn and spring terms, when the class teacher explains the progress that each child has made and highlights any concerns. If parents do not attend and there are particular causes for concern, the teacher or SEN co-ordinator should try to contact the parents, in the first instance by phone to make an appointment to discuss the child's problems or perhaps by letter or by home visit.

- When contact has been made, parents should be made aware of the availability of the SEN co-ordinator or staff for help or advice and they are encouraged to take an active part in the child's education.

- In some instances, contact can be made with parents via e-mail in response to concerns. However, we have found that a telephone conversation or face-to-face meeting is usually a more successful way to address concerns.

- Home visits can be made if it is very difficult for the parents to come into school themselves. When there is a communication problem with non-English speaking parents, assistance with translation is sought. A record is usually kept of discussions with parents.

- On entry to Year 3, all parents are informed by letter if their child has transferred into the school and has been identified as having Special Educational Needs. This decision is initially based on records in the child's file and/or discussions with staff at the child's previous school. Parents are invited to meet the SENCO at this time, if they wish.

- Some children may have a home/school book for written contact with parents where this is seen as necessary and beneficial for the child, parents and school staff. Comments may be made in here daily or on a less frequent basis, in agreement with all concerned.

- Comments about reading progress should be written in a child's individual reading record by any adult in school who has heard the child read. Parents are encouraged to make comments themselves when they hear their child read.

- Written reports will be produced by class teachers once a year, towards the end of the academic year in July. This will highlight children's attainment in relation to national expectations in all areas of the curriculum. Parents are invited to make a written response to their child's report and can also discuss their child's report face-to-face or over the telephone with their child's class teacher, if they wish to do so.

- A range of other ways will be used to keep parents informed, which may include:

- Letters/certificates sent home

- Additional meetings as required

How Progress is Measured:

- Your child's progress is continually monitored by his/her class teacher and progress reviewed formally every term with a National Curriculum Progress Indicator given in reading, writing, numeracy and science. Results are recorded in terms of the National Curriculum Expected levels for each year group and pre-key stage levels should be used for children achieving below Year 1 of the National Curriculum (a more sensitive assessment tool is used which shows their level of attainment in more detail and will also show smaller but significant steps of progress). Reading Age tests are usually completed at least three times a year. Progress may be monitored in other areas, as appropriate, such as attendance, engagement in learning and behaviour. Children joining the school at the beginning of Year 3 will also undergo a Phonics Screening.

- Provision Maps and IEPs are reviewed on a termly basis to ascertain progress made by a child. Parents can contact the school if they wish to discuss their child's IEP with their child's class teacher and/or SENCO at this time, although they are welcome to contact the school in relation to their child's IEP at any time. Parents are always provided with copies of the evaluated IEP together with the new IEP and they can access this online and comment if needed. The evaluation of the IEP explains whether children have met the targets they were set.

- Children with Education and Health Care Plans (EHCPs) have a formal Annual Review Meeting each year, where the content of the EHC Plan is reviewed and targets are set and evaluated, with all adults involved in the child's education (including parents/ carers) present.

- Children may be observed in both formal and informal situations, inside and outside of the classroom, in order to gain a complete picture of the child and the progress they have made e.g. in relation to self-esteem and social skills targets set.

- At the end of Year 6 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 are published nationally.

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

4. What support will parents/carers receive if their child has been identified as having special educational needs?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to try to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.

- For some children, there could be a home/school book when this has been agreed to be useful for you and your child.

- The SENCO is available to meet with you by appointment to discuss your child's progress or any concerns/worries you may have. Parents are invited to meet with the SENCO if their child has been identified as having SEN upon entry to the school in Year 3 (or if their child is in Year 4, 5 or 6 and has been identified as having SEND and joins the school from another school during the academic year). The SENCO is able to support parents in many ways – by providing further information to parents in order to support the child's learning at home, attending appointments with parents relating to the child's SEN (where possible), referring the child to specialist services which can provide additional support in conjunction with parents

- All information from outside professionals should be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also try to arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

- IEP's will be reviewed each term.

- Homework can be adjusted as needed to your child's individual needs

- Learning/Training events for parents/carers may be led by the Family Workers and parents are informed of these and invited to attend by letter.

- Family Workers may support parents through meeting with them and providing advice/referral/liaison directly or with other agencies/support groups as appropriate – including CAMH, CHUMs (bereavement counselling), school nursing service, social services, charitable support groups etc.

- The Family Workers may support some parents directly, for example, by attending appointments with them.

- We try to advertise within school Local Authority events designed to support parents/carers and information is sometimes distributed directly by letter to children with statements/EHC plans e.g. Parent Partnership flyers.

- Additional support is provided by the local authority for parents/carers whose children are undergoing the statutory assessment process.

5. What different types of support can the child/young person receive in school? (e.g. small group or individual)

Some general information regarding groupings is provided in Section 1 of this document, so please refer to this section too.

Children in school can receive support that is specific to their individual needs. This may all be provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the Learning Support Service or Educational Psychology Service
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service/School Nursing Service.

There are different types of support available for children with SEN and /or disabilities in our school.

All children receive class teacher input via good and outstanding classroom teaching:

-The teacher should have the highest possible expectations for your child and all pupils in their class.

-All teaching should be based on building on what your child already knows, can do and can understand.

-Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.

- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.

The first response to any concerns about progress is to aim to provide high quality teaching by the class teacher, targeted at the child's area(s) of weakness.

Intervention Groups

Where progress continues to be less than expected the class teacher (sometimes working with the SENCO) should put in place extra teaching, access to small group support, 1:1 work with a LSA or other interventions designed to secure better progress. Support for children is tracked as part of Provision Management, with the teachers in each year group in conjunction with the SENCO updating "Provision Map" online which shows details of each pupils' needs, their Individual Education Plans (IEPs) and any interventions (usually including the ratio of staff to pupils and frequency with which the work is carried out) which are taking place for individuals.

- Any child who has specific gaps in their understanding of a subject/area of learning may receive support through specific small group work.

- This group may be run in the classroom or outside. It may be run by a teacher or (most often) a LSA who has had training to run these groups. These are often called Intervention Groups by schools.

- Your child's teacher should have carefully checked on your child's progress and decided that your child has gaps in their understanding/learning and needs some extra support to close the gap between your child and their peers.

- He/ She may plan group sessions for your child with targets to help your child to make more progress.

- A LSA/alternative teacher or outside professional (in exceptional circumstances) may run these small group sessions using the teacher's plans, or a recommended programme.

Children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching and intervention groups

If a child's progress still gives cause for concern, the SEN co-ordinator requests parental permission to seek advice from the external specialist relevant to the child's needs. (e.g. Learning Support Service, Educational Psychological Service, Social Services and Behaviour Service), through the medium of the termly School Liaison Meeting. The SEN co-ordinator and class teacher considers the advice given and information collected on the child's needs and draws up an IEP. This is a plan for learning. It provides a working record of strategies undertaken, adaptations to programmes of work being followed and additional help given. The IEP should identify the nature of the child's learning difficulties and record strategies and targets that are additional to or different from normal classroom adaptations. By breaking down the existing levels of attainment into finely graded steps and targets, we aim for all children to experience success. Support for these children should also be tracked as part of Provision Management, as described above. The child's progress is monitored every term until there is no further cause for concern or until, as in a small minority of cases, review indicates a probable need for formal assessment.

- If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class oom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.

- Before referrals are made you may be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This should help the school and yourself understand your child's particular needs better.

- The specialist professional should work with your child to understand their needs and make recommendations, which may include:

  -Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better

  -Support to set targets which will include their specific professional expertise

  -Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit

  -Group or individual work with outside professional

  -The school may suggest that your child needs some agreed individual support or group support in school (12.5 hours per week and below in school). They should tell you how the support will be used and what strategies will be put in place.

Children accessing this level of support will be at the stage of the SEND Code of Practice called SEN Support, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school.

Specified Individual support for your child of more than 12.5 hours in school

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching (more than 12.5 hours a week),

which cannot be provided from the resources already delegated to the school. This level of support would be appropriate for children whose learning needs are severe, complex and lifelong and who as a consequence need more than 12.5 hours of support in school. The school (or parents/carers) need to apply to the local authority for a formal assessment

Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school.

This may be from:

 Local Authority central services (such as an Educational Psychologist)

 Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS

The Statutory Assessment Process:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Luton Borough Council web site: www.luton.gov.uk

- If, after consultation with both parents and relevant professionals, the decision is made to ask for a formal assessment by the Local Authority (LA), the SEN co-ordinator collates all relevant paperwork including reports, assessments, examples of work, IEPs, parental views and records of communications with parents and specialists. This information is then submitted to the SEN Moderation Group who will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support.

- The Local Authority will decide if your child's needs are severe, complex and lifelong and whether they need more than 12.5 hours of support in school to make good progress. If this is the case they will write an EHC Plan. They will also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

We follow the graduated approach for children in need of additional support and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs through discussion. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.
-

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6. How will the school support your child/young person in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?

We do not offer targeted extra curricular activities for children with SEND but instead actively try to ensure that all our extra-curricular activities, including day and residential trips, are adapted for children's specific needs. If parents have concerns regarding a school trip or journey they should be encouraged to discuss this with the relevant member(s) of staff to find a mutually agreeable resolution, as school are always keen to include children with SEN in all aspects of school life.

Additional adult support may be provided for some children on an individual or small group basis at break and/or lunch time, where staff see this as appropriate to meet the child's needs.

7. How does the school involve children/young people in decisions that affect them?

- Where appropriate, we aim to involve pupils in all the decision-making processes, from the setting of learning targets through their IEPs to the choice of High School.

- Annual Review – person closest to the child meets with them and collects their views on their progress and arrangements made for them. They may also seek the child's views on possible targets for the future.

- We endeavour to make children aware of the support that is being provided for them both inside and outside of the classroom.

8. How are the settings /schools /colleges' resources allocated to support children/young people with SEND?

- The school budget, received from Luton LA, includes money for supporting children with SEN.

- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.

- A small part of the SEN allocation in the budget is controlled by the SENCO, who uses it to maintain a central store of SEN support materials. Class teachers can be resourced from this as necessary.

- The major part of the allocation is spent on staffing. We use a combination of teaching and non-teaching support within the classrooms which is overseen by the class teacher.

  -Currently, some children requiring a great deal of support for SEN in the area of cognition and learning, attend a small group during morning literacy and numeracy lessons, which is usually run by a HLTA (Higher Level Teaching Assistant) in accordance with the SENCO and at least 1 other LSA/TAs. .

  -Typically there are additional LSAs (usually 2) working in the lower sets within literacy and numeracy lessons, giving support to those children who are experiencing greater difficulty than their peers in either subject.

  -There is frequently a LSA working under the direction of each teacher in the afternoons for foundation subjects – to either support children within the classroom or run interventions, as arranged by the class teacher.

- Detailed information regarding provision mapping/management is given in section 5 of this document.

- The Head Teacher and the SENCO aim to discuss all the information they have about SEN in the school, including

  -the children getting extra support already

  -the children needing extra support

  -the children who have been identified as not making as much progress as would be expected.

They decide what resources/training and support is needed.

- All resources/training and support should be reviewed regularly and changes made as needed.

9. What services external to the school can provide support to children with SEN?

- We have a School Liaison Meeting (SLM) each term where the SENCO meets with members of staff from the Learning Support Service, Alternative Learning and Progression Service and the Educational Psychologist. Other professionals may also be invited, such as a member of the ISCAN team, social workers or medical staff. This meeting convenes to help with assessment of special needs children and for strategies to help them. It may be suggested at the meeting that other external services are involved in order to support the child. The SENCO, in conjunction with class teachers, decides which pupils should be discussed at the SLM. Parental permission is obtained before a child is discussed at a SLM.

- Current external services working within the school include:

  -Educational Psychologist

  -Learning Support Service

  -Alternative Learning and Progression Service

  -SENS (Special Educational Needs Service – incorporating services for children with social and communication/speech and language difficulties and for pupils with visual impairment)

  -Hearing Impaired Outreach (based at Icknield School)

  -Visual Impairment Team at Chantry

  -CAMH (Child and Adolescent Mental Health)

  -Art therapist

  -Social Services

  - School Nursing Service/Additional Needs Nurses

-Speech Therapy

- ELC (Edwin Lobo Centre –base for the Community Paediatric Service providing specialist secondary care services for children living in Luton and Central Bedfordshire presenting with developmental, physical and learning disabilities.

- Staff from external services liaise with the SENCO via e-mail and telephone, as well as by writing reports and attending relevant meetings.

- External specialists may observe children, perform assessments, work 1:1 with children and use this to write reports giving advice and strategies to use to support the child further.

10. How are staff in the school supported to work with children with special educational needs and what training do they have?

- The SENCO is available to support the class teacher in planning for children with SEN.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, children with a hearing impairment etc.
- Whole staff training to disseminate knowledge, strategies and experience, to aim for consistency in the school's approach for children with an SEND.
- Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Training should take place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or one of the Deputy Headteachers.

11. How will the setting support the child in moving on to another school or college or to the next key stage in their education or life?

HILLBOROUGH JUNIOR SCHOOL SEN INFORMATION REPORT

We recognise that 'moving on' can be difficult for all children, but especially for a child with SEN/and or disabilities and we take steps to ensure that any transition is as smooth as possible.

If a child is moving to another school:

- We will try to contact the new school's SENCO to discuss what we perceive to be the child's needs and to explain how we have provided support
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information should be passed on to the new class teacher IN ADVANCE and the class SEN file, including current provision maps and all IEPs should be shared with the new teacher.

In Year 6

- The SENCO of the high school that most of our children attend usually contacts us and we will invite them in to meet with and observe the children and to consult our special needs staff during the summer term. We may contact other high schools directly if we feel staff need to be made aware of a particular child's needs.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in our school.
- Records about the child are passed on
- When children with EHCPs are due to transfer to high school, staff from the schools concerned may be invited to attend the review that takes place in Year 6. A transition plan is drawn up, usually with involvement from a member of the Local Authority Learning Support Service team.
- 'Wave 3' referrals can be made to the Alternative Learning and Progression Service (at the Avenue Centre for Education – ACE) for pupils whose behaviour we predict could prove problematic in Year 7 and beyond.
- If required, external professionals such as the educational psychologist can become involved in supporting children with transition

12. How accessible is the setting/school/college environment?

- We aim to make sure that equipment used is accessible to all children regardless of their needs.
- The school building is on the level and accessible to wheelchairs.
- There is a ramp for wheelchair access onto the playground.
- There are storage cupboards which are available for storing specialist equipment for children where this is required e.g. sloping boards for writing, wheelchair storage, storage of specialist audio equipment for children with a hearing impairment etc.
- There are two disabled toilets – one is just beyond the school's main reception and the other is in the corridor where the Year 3 classrooms are.
- Staff working with children who have a particular need (e.g. Makaton, PECS) are given access to external training as required

13. Who can parents/carers contact for further information at the school?

- If you would like to know what provision is in place for your child or if you have any concerns that your child has some additional needs, please speak to your child's class teacher in the first instance.

- You are then very welcome to make an appointment with our SENCO, Mrs P Whelan through the school office

- If you are considering applying for a place at the school please contact the Luton Local Authority Admission Team.

- If you wish to know more about services provided by the local authority please see the Luton Local Authority Local Offer on the Luton Borough Council Website:
  http://www.luton.gov.uk/Education_and_learning/Special_educational_needs/Pages/default.aspx