

How we identify pupils with Special Educational Needs and Disabilities at Henry Hinde Junior School

A child is identified as SEND, "... where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

(Special Educational Needs and Disability Code of Practice: 0-25 years (2014))

The four main categories of SEND

- **Cognition and Learning**

Where a child has difficulties with learning

- **Communication and Interaction**

Where a child has difficulties with communicating and interacting with others. This may include speech and language difficulties as well as conditions such as autism.

- **Social Emotional and Mental Health**

Where a child may have difficulties with social skills, emotional difficulties such as anxiety as well as a mental health condition.

- **Physical and Sensory**

Where a child has a medical or physical condition or sensory processing difficulties.

How do we identify pupils who require additional support or intervention?



Henry Hinde Junior School identify pupils with SEND in a number of ways.

- Careful tracking and monitoring of every child.
- Conversations with parents and carers
- Through class teacher observations and assessments.
- Transition information from feeder schools
- Recommendations from external agencies including health professionals

Who can you contact if you have any questions or concerns?

Your child's class teacher should always be your first point of contact and should be able to answer most of your questions.

If you need to talk to a member of staff about a more specific special need and support available for your children, then the school's Special Educational Need Coordinator **Rachel Howard** is available to meet with you and go through any issues you may have. Rachel works across both Henry Hinde Infant School and Henry Hinde Junior School and will be on site on Tuesdays. You can contact Rachel via the email: sendco@henryhindejunior.co.uk.

We also have a Family Support Worker who can provide advice and support for parents and carers. **Carly Solomon** is in school every day.

Appointments with our SENDCO and Family Support Worker can be made through the School Office.



"Pupils with special educational needs and/or disabilities (SEND) achieve well. Provision for pupils with SEND is well managed." (Ofsted, 2018)

How will we let you know how we are supporting your child?

If your children is placed on the SEND register, this will be done with your consent. You will be invited to a termly provision review either at your child's parents evening or a separate appointment. At this meeting, progress will be shared with you, and you and your child will be involved in planning next steps. We will ask you what progress you have seen and talk through any concerns.

An Individual Education Plan will then be shared with you which will detail:

- Who is supporting your child, and
- What will be done and when —both in the classroom and any separate interventions

How you can support your child?



The role of parents in supporting their child is essential. As experts in your child, you will be able to tell us things that we need to know and will have lots of ideas about how to help your child achieve their full potential.

As well as attending meetings, staff can give you advice and ideas about support you can provide at home.

What support do we offer at Henry Hinde Junior School?



The provision at Henry Hinde Junior School is personalised to each individual. This will include adapting class learning, as well as providing interventions according to your child's individual need. The majority of children on the SEND register are supported at SEN support, but a few may require additional funding through an Education Health Care Plan.

The progress of children with SEND is regularly monitored through class teacher assessments and tracking alongside external assessments where appropriate.

We ensure that children are provided with a high quality of teaching which is accessible to all children, through up to date training of all teaching staff and regular monitoring. We have the same high expectations of all children.

We also provide the following:

- Use of visual aids and resources
- Precision teaching of reading, writing and mathematics
- Social skills groups
- Speech and Language Interventions
- Mentoring
- Use of computers and iPads Gross and fine motor programs as well as sensory diets

This is in addition to other personalised interventions according to children's needs.

How do we adapt our environment for students with SEND?

We are regularly monitoring how accessible our learning environment for all our children. This includes:

- Ensuring that there is disability access to all areas of the school
- Provision of disabled toilets and facilities as appropriate
- Installation of ramps to all group floor entrances
- Ensuring that all classroom and shared areas are communication friendly with pictures or symbols
- Providing ICT equipment as well as tailored resources to meet individuals' needs



“Pupils are well behaved, respectful and polite. There are good relationships between pupils and staff. The school makes a strong contribution to pupils’ spiritual, moral, social and cultural development” (Ofsted, 2018)

What is the role of your child?

At Henry Hinde Junior School, we ensure that your child is central to our SEND processes, from involving them in reviews with parents, offering mentoring to help them to identify what is working well and any barriers to learning. We also work hard to help them to develop independent learning skills.



How are our staff trained and supported in providing for pupils with SEND?

All staff are provided with regular ongoing professional development training as well as evidence based interventions and strategies. All staff are provided with up to date training in how to support children with specific needs as required.

Use of external agencies and professionals

At Henry Hinde Junior School, we are supported by a number of external agencies including:

Warwickshire's Educational Psychology Service

Warwickshire's Specialist Teaching Service

NHS Speech and Language Therapy

Integrated Disability Service for Complex, Physical and Sensory Needs

COMPASS (School's Nursing and Wellbeing Service)

Child and Adolescent Mental Health Services (CAMHS)

How will we help prepare your child when they start at our school?

There is an enhanced transition program for children coming to us from our regular feeder schools which includes pre-visits, opportunities to meet key staff, transition reviews with parents and use of a photobook so that they can prepare over the holiday before they start.

For children coming from schools outside the immediate area, we also offer additional visits and transition meetings with school staff for parents, and school staff will contact previous schools for further information to ensure that your child has a smooth transition.

How will we help prepare your child when they move to another school?

All children in Year 6 are provided with transition support which includes transition activities with their peers, visits to their new schools and the sharing of information through transition reviews and communication between the two SENDCOs.

For pupils moving before the end of Year 6, where possible, a personalised transition plan will be made to ensure that they have a smooth transition to their new setting. This would also include sharing information and where possible, organising a transition meeting with parents and key staff from the new setting.

If you require any further support or advice, SENDIAS (SEND Independent Advisory Service) provides specialist support and advice for parents of children with Special Educational Needs and Disabilities on the contact details below:

SENDIAS
Exhall Grange
Specialist School
Campus,
Easter Way,
COVENTRY,
CV7 9HP



Warwickshire County Council Local Offer:

www.warwickshire.gov.uk/send

What to do if you are unhappy about the SEND provision at this school?

Parents and Carers who are unhappy with any part of their child's provision or education, should initially, where possible raise their concerns with the class teacher, SENDCO or Principal. If the issue cannot be resolved at this level, parents should consult the school's complaints procedure.