Howden Junior School

SEN Information Report

1. The kinds of special educational needs for which provision is made at the school:

Howden Junior School is a mainstream school that aims to provide a curriculum that is engaging, balanced and relevant. While emphasis is placed on children learning core skills of English and Maths, we place great value on developing the 'whole child' and provide an engaging programme of study in all curriculum areas. Our provision is founded on our school values of 'Community, Curiosity, Care and Courage'.
We intend that all pupils will secure firm foundations in English and Mathematics which underpin the growing excellence in other subjects. Our knowledge-based curriculum offers a broad range of subjects throughout Key Stage 2 (KS2). We believe in bringing learning to life, both indoors and outdoors, with an emphasis on engaging and purposeful learning.
Please see our 'HJS Overview of Provision' on our website
https://www.howdenjuniors.co.uk/?page_id=26358

Our school currently provides additional and/or different provision for a range of needs, including:
• Communication and interaction: for example, (ASC) autistic spectrum condition and speech and language difficulties
• Cognition and learning: for example, dyslexia and/or visual stress, dyspraxia
• Social, emotional and mental health difficulties: for example, attention deficit hyperactivity disorder (ADHD),
• Sensory and/or physical needs: for example, visual impairments, hearing impairments, processing difficulties
• Moderate and multiple learning difficulties

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

At different times in their school career, a child or young person may have a special educational need. The Code of Practice 2015, defines SEND as:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:
(a) have a significantly greater difficulty in learning than the majority of others of the same age:
or
(b) have a disability which prevents or hinders them 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."

Sometimes we are informed about a child's needs directly from parents and/or by external agencies already working with the child.

In addition to this, class teachers will monitor pupil progress including observations and tracking performance against National Curriculum level assessments. If any concerns are highlighted an initial discussion will take place with the class teacher and parents/carers. Any support agreed, will be monitored closely and progress checked over an agreed period of time. Further assessments may need to be made by the Special Needs and Disability Coordinator (SENCo).

If it is agreed by parents, class teacher, and the SENCo that a child may benefit from additional support, this will be formalised with a Support Plan and the child will be placed on the SEN register.

For some learners we may want to seek advice from specialist teams.

We have access to services universally provided by East Riding Council / NHS and our academy which may include the following agencies.
• Attendance Officers
• Health Visitor
• Parent Support Advisor
• Sensory and Physical Teaching Service (SAPTS)
• Cluster SENCO forums
• Educational Psychology Team
• Communication and Interaction Specialists
• Mental Health Team (NHS)
• Behaviour Support and Advisory Team
• Inclusion Team
• Speech and Language Therapy Service
• Physiotherapy and Occupational Therapy
• Neurodiversity team
• CAMHS (Children and Adolescence Mental Health Service)
• Family Support Service
• Sensory processing service
• Be Well Practitioner employed by MIND.
• Howden Children's Centre

We also employ a number of Teaching Assistants (TAs) who assist with the delivery of targeted interventions agreed by the class teacher and supported by the SENCo.

The class teacher is the initial point of contact for responding to parental concerns as they

work with your child every day. However, if you prefer to voice your concerns to another member of staff then contact Mrs Claire Isitt (Headteacher - head@howdenjuniors.com), Miss Amor (Head of Inclusion, Safeguarding and Wellbeing and SENCo sendco@howdenjuniors.com), Mrs Rebecca Fairclough (SENCo – sendco@howdenjuniors.com), or Miss Natalie Starkey (Assistant Headteacher - office@howdenjuniors.com)

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:

(a) how the school evaluates the effectiveness of its provision for such pupils;

• Each pupil's education programme will be planned by the class teacher. It will be adjusted accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

• If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, Maths and English skills etc. then the pupil may be placed in a small intervention group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will be within a set timeframe. The interventions will be reviewed at the end of the timeframe by all involved to ascertain the impact of the provision and to inform future planning.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

• Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential barriers in order for further support to be planned.

• You will be able to discuss your child's progress during parent evenings. There will be the opportunity to attend a drop-in session with the SENCo during the week of parents evening (details on these sessions will be shared in the weekly newsletter). If you have any concerns with your child's progress appointments can be made to speak in more detail to the class teacher or SENCo by visiting or phoning the school office (01430 430385).

• If a child has a Support Plan in place parents will have the opportunity to discuss outcomes set and progress made towards these, on a termly basis.

• If a child has an Education Health Care Plan (EHCP) they will have an annual review each year to discuss progress and outcomes of their plan. This meeting will involve parents, class teacher, SENCo and any outside agencies supporting the child.

(c) the school's approach to teaching pupils with special educational needs;

• Through Quality First teaching reasonable adjustments will be made to the curriculum where necessary to ensure all learners can access the curriculum.

• Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

• If a child has been identified as having a special need, introducing a Support Plan will be discussed with the parents/carers. If agreed, then outcomes will be identified according to their area of need. These will be monitored by the class teacher and overseen by the SENCo.

• Support Plans will be prepared following consultation with the pupil, parents, class teacher and the SENCo to identify ways to help the child progress and set outcomes that are achievable. We follow the Assess-Plan-Review model to ensure the correct support is in place and therefore the best possible progress can be made.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:
• Visual timetables
• Writing frames
• Peer buddy systems
• Positive behaviour rewards system
• Enlarged texts or overlays.
• Sloped writing boards
• Personalised programmes
• Seating arrangements
• Access to specialised materials –e.g. large protractors, scissors, pen grips etc
• Children's work displayed on different coloured sheets other than white.
• Quiet spaces and calm areas to assist pupils to self-regulate, including an immersive sensory pod.
• Toilet facilities with changing areas and grab rails.
• Sensory equipment such as therapy ball, sensory boxes and wobble cushions.

(e) Additional support for learning that is available to pupils with special educational needs;

• When the children join the school, support is allocated on the information provided by the feeder school. Usually, in consultation with their class teacher and the Headteacher, the SENCo will allocate teaching assistants to individuals or small groups to support in class or in other focus groups tailored to the pupils' needs.

• During their school life, if further concerns are identified due to the pupil's lack of progress or wellbeing then other interventions will be arranged.

• Parents/carers will be able to see the support their child is receiving as it is included on their child's Support Plan.

How are parents involved in this process?

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

•Discussions with the class teacher.
•During parents' evenings.
•During discussions with Miss Amor, Mrs Fairclough or other professionals.
•Parents are encouraged to comment on their child's Support Plan following review and the setting of new targets.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

• Activities and school trips are available to all.
• Risk assessments are carried out and procedures are put in place to enable all children to participate.
• However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs:

• Healthy snack and drink snack trolley available every morning break
• Lunchtime play equipment offering a variety of games and activities
• Pupil-led well-being ambassadors (Autumn 2 - Summer 2)
• Out of school clubs
• All school staff will support your child with his / her wellbeing.
• We have an Emotional Literacy Support Assistant (ELSA) who may work with your child if there are areas relating to Social, Emotional, Mental Health and Wellbeing that are affecting your child. This is a specific intervention and will only take place following consultation with parents and carers.
•SEMH interventions which may include Lego and Positive Art.
•PSHE programme is taught throughout the school.
• Circle times to check-in with all pupils.
• Emotions boards are available to signal how a child is feeling
• Staff members have completed 'Blue Mental Health' training in order to foster consistent language and support with self-regulation techniques for all pupils.
• The Zones of Regulation curriculum, embedded from the Autumn term to coincide with our PSHE programme.
• Forest School to develop resilience and team work.

Pupils with medical needs
• If a pupil has a medical need then a detailed Health Care Plan is compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
• Staff have received basic First Aid training in addition to those that are already fully trained.
• Where necessary and in agreement with parents/carers medicines are administered in school. Parents must speak to the staff in the office and sign to say the medication their child requires and when. There is a medication policy in place to ensure the safety of both child and staff member.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

- Miss Chantelle Amor (Head of Safeguarding, Inclusion and Well-Being & SENCo)

Email:sendco@howdenjuniors.com

- Mrs Rebecca Fairclough (SENCo)

Email: sendco@howdenjuniors.com
Telephone: 01430 430385

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Specialist services and expertise used by the school include:
• Attendance Officers
• Health Visitor
• Parent Support Advisor
• Sensory and Physical Teaching Service (SAPTS)
• TEAL SENCo network meetings
• Cluster SENCo forums
• Educational Psychology Team
• Social, Emotional and Mental Health Team
• Be-well Practitioner employed by MIND
• Communication and Interaction specialists
• Mental Health Team (NHS)
• Speech and Language Therapy Service
• Physiotherapy and Occupational Therapy
• Neurodiversity team
• CAMHS (Children and Adolescence Mental Health Service)
• Early Help
• Schools and Families Community Practitioner
• Howden Children's Centre

Information about the staff supporting children with SEN.

When areas of need are identified appropriate/relevant training is addressed either on training days, staff meetings or professional development courses.

Head of Inclusion, safeguarding and wellbeing and SENCo - Miss Chantelle Amor
BA (Hons) Teaching studies (Leeds), Diploma in Inclusion (Hull University), Postgraduate Certificate in Vulnerable Learners and Inclusion (Bath Spa University) and the National Award for SEN Coordination, National Professional Qualification for Middle Leadership with SEND as an elected module, National Professional Qualification for Senior Leaders, TEAM Teach, Colourful semantics, Signing through Downright Special, Introduction to Down Syndrome, Blue Mental Health and Boxall trained.

Wellbeing Manager, HLTA and ELSA - Mrs K Barber
Certificate in Senior Mental Health Lead
Introduction to Down Syndrome Training
Safeguarding Children From Neglect Training
Attachment and Trauma Demystified
Basic DV Awareness IDAS
Transforming young people's mental health
Youth Mental Health First Aider, ELSA training 'Working with Worries', Working with parents in the nurturing programme and Foundation to Drawing and Talking Therapy.

Team Teach
Currently completing the Powerup Pastoral programme.
SENCo and Class Teacher - Mrs Rebecca Fairclough
BA (Hons) Creative Writing and English Literature
Postgraduate Certificate in Education (5-11)
Level 1 British Sign Language
Blue Mental Health
Certificate in Senior Mental Health Lead
Youth Mental Health First Aider
Team Teach
National Professional Qualification for SEN coordination

Other training completed by staff:
Best Practice Network:
Pedagogy and SEND
Everbrite:
Supporting children with social and communication difficulties
DFE:
Supporting student mental wellbeing
Family Links:
Mental and emotional Health in Schools
LA:
Attachment Disorder, Comic Strip Conversations, strategies for pupils with ASD, Lego Therapy and deaf awareness.
SEND and the law, Strategic overview of SEND and SEND and Ofsted.
LAC training.
Blue Mental Health training

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

As a school we are happy to discuss individual access requirements.
Facilities we have at present include:
• dedicated disabled parking bays
• one toilet adapted for disabled users
• wide doors in some parts of the building

Where children have specific needs, which require specialist equipment we consult with the relevant agencies (OT, SaPTs etc) for advice and resources.

7. **The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

• We have an open-door policy which means parents or carers are always welcome to come into school to discuss their child's progress or any concerns they may have. We also work with outside agencies who are able to support parents or carers with specific needs.
• Parents are invited to parents' evenings twice a year to discuss their child's progress with the class teacher.
• The SENCo along with intervention leads will designate a morning for parents and carers to drop in and answer specific questions regarding the provision for their child.

• Parents and carers are provided with electronic copies of their child's support plan and one-page profile before parents' evening takes place so they can then discuss any queries or amendments during parents' evenings.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

• Pupils contribute to the termly Support Plan reviews to comment on their progress on the existing outcomes and are involved in setting new outcomes to build on the progress made.
• During 1:1 and group work children reflect on their progress with the task in hand and discuss their achievements and discuss how they can extend their learning.
• During transition between Key Stages and year groups, children with SEND are given the opportunity to meet with adults who will be supporting them when they move on. They can discuss and highlight concerns.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If a parent has any concerns about the provision that their child is given or any other aspect of their child's education in school, this should be initially discussed with the child's class teacher.

If it has not been resolved then the Head teacher must be given the opportunity to resolve the matter.

If a parent is still unhappy that their issues have not been resolved they should then follow the Schools Complaint Procedure.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The Governing Body of Howden Junior School are fully aware of the local authority support services offered to school. If you have any concerns about your child's SEND provision and would like to discuss it with the Chair of Governors, please contact him on gov.istewart@theeducationalliance.org.uk

11. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32.

	Special Educational Needs Coordinators (SENCos)	**Special Educational Needs (SEND) Governor**	**Who should parents/carers contact if they have a compliment, concern or complaint about your school?**

Name	Miss C Amor Mrs R Fairclough	Mrs Elsa Johnson	Mrs C Isitt (Head)
Contact number	01430 430385		
Contact email	office@howdenjuniors.com		
Address	Howden Junior School Hailgate Howden East Riding of Yorkshire DN14 7SL		

Parents can find the Local Authority's Local Offer on the following website:
www.eastridinglocaloffer.org.uk

The school's Local Offer and link to the LA local Offer can be found on the following website
www.howdenjuniors.co.uk

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Transition visits to, and shared events with, our school occur each year for Year 2 children coming from Howden Church of England Infant School to join Year 3. A meeting for parents is held in advance of the transition day so that any concerns or questions can be discussed prior to the day.

Each year group from Year 3 to Year 5 will also have the opportunity to spend time with their new class teacher during this transition time. Those pupils who would benefit from having more visits will be provided with extra transition sessions and support.

Year 6 children moving to Howden School or other secondary schools, in Year 7, have opportunities throughout the year to complete transition activities. Secondary School Teachers/TAs also visit our school and discuss strategies and specific needs of pupils.

In addition, extra visits are planned for children with SEN to potential secondary schools to enable a smooth transition.

Review date: September 2027