



Special Educational Needs Information Report

What is the Special Needs Information report?

The Children and Families Bill (2014) outlines the Government's plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0 – 25 with Special Educational Needs (SEN). The purpose of the local offer is to enable parents and carers to see more clearly what services are available for children with SEN in their area and how to access them. The information below forms our special needs report and details how we provide for children with SEN.

School Name	Hook Junior School	Type of School	Mainstream Junior
Accessibility	Fully wheelchair accessible	Yes	
	Auditory / Visual enhancements	Our Reception is fitted with a hearing loop	
	Specialist facilities / equipment	Disabled toilet Equipment to support individual needs	
Core Offer	At Hook Junior School we are committed to offering an inclusive curriculum to ensure the highest possible progress for all of our pupils, whatever their needs and abilities. We value the contribution that every child can make and welcome the diversity of culture, religion and ability. The school seeks to raise achievement and remove barriers to learning. The needs of pupils requiring special education are met primarily through providing a differentiated and appropriately planned, inclusive curriculum within the classroom. Assessment forms an integral part of the planning, teaching and learning process at Hook Junior School. It provides information for teachers to enable them to identify children with Special Education Needs, evaluate their strengths and weaknesses and so plan the next step in their		

learning. This ensures effective, quality learning through meeting wherever possible, all the needs of children with Special Education Needs - intellectually, socially, emotionally and physically.

Questions raised by Parents and Carers

Question	Answer
<p>How does Hook Junior School know if children need extra help?</p>	<p>At Hook Junior School children are identified as having a special education need (SEN) through a variety of ways:</p> <ul style="list-style-type: none"> Liaison with Infant School / previous schools Concern raised by teachers Concern raised by parents or carers Evidence collected through regular assessments and monitoring arrangements. A diagnosis from a qualified paediatrician Involvement with external agencies such as Educational Psychologist, Speech and Language Therapist, Physiotherapist and awareness of any potential visual or hearing impairment.
<p>What should I do if I think my child has special educational needs?</p>	<p>Hook Junior School has an open door policy and we welcome parents/carers approaching us with any concerns that they have.</p> <p>Firstly contact your child's class teacher or SENDCo (Miss Carne), then the Head teacher (Mrs Martin)</p>
<p>How will Hook Junior School support my child and who will explain this to me?</p>	<p>Your child's class teacher and the SENDCo will oversee and plan your child's education programme.</p> <p>Once identified as having a SEN the class teacher and SENDCo will devise the most appropriate</p>

	<p>targets and interventions to address your child's needs.</p> <p>If your child requires an Individual Learning Plan then this will be shared with you at the autumn and spring learning consultations; an additional meeting for these children will be set in the summer term. You will be able to discuss with your child's teacher your child's needs, provision and individual targets. The SENDCo will be available to meet with you during these meetings.</p> <p>The Individual Learning Plan will be shared with you at these meetings and will highlight the support your child will receive and the individual targets that they will be working on.</p> <p>The class teacher plans differentiated work for each child to address their specific needs. At the autumn and spring learning consultation meetings your child's class teacher will share with you the progress your child is making across the curriculum.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>The class teacher alongside the SENDCo will discuss your child's needs and what support is appropriate in order to address their needs.</p> <p>Different children will require different levels of support in order to bridge the gap to achieve age expected levels.</p> <p>Parents will be informed of the support their child will receive at our termly consultation meetings.</p> <p>If it is believed your child requires more intensive support than the school, in discussion with you, may suggest the need to apply for an assessment for an Education Health Care Plan (EHCP). Decisions for whether an EHCP is issued lies with the local authority.</p>
<p>How do we know if the support has had an impact?</p>	<p>During the meeting to review your child's Individual Learning Plan (ILP) , you will be informed about their progress against their individual targets and agreed outcomes.</p> <p>Your child's teacher will report on your child's progress at the Learning Consultations in the autumn and spring term.</p> <p>In the summer term, you will receive a written report from your child's class teacher.</p>
<p>How will the school curriculum be matched to my child's needs?</p>	<p>All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically, this might mean that in a lesson there would be several</p>

	<p>levels of work set for the class however, on occasions this can be individually differentiated.</p> <p>Teachers plan lessons to address the different learning styles within their class and provide appropriate resources to support learning.</p> <p>The benefit of this type of differentiation is that all children can access a lesson and learn at their level.</p>
<p>How are the school's resources allocated and matched to the children's SEN needs?</p>	<p>The local authority provides funding for schools to meet the needs of all children with SEN.</p> <p>The Senior Leadership Team (SLT) allocate support across the school according to need.</p> <p>If your child has an ECHP / Statement of SEN, we ensure that the provision specified is provided.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>We have an open door policy at Hook Junior School. You can book an appointment to speak to your child's teacher or the SENDCo at any mutually convenient time.</p> <p>There are learning consultations in the autumn and spring terms, where any Individual Learning Plans will be discussed and an additional meeting for these children to review the plan in the summer term.</p> <p>In the summer term, you will receive a written report from your child's class teacher noting academic, social, behavioural and emotional progress and areas of development.</p> <p>For children with an ECHP / Statement of SEN, an annual review is held.</p> <p>We will ask to see parents if we have any concerns about your child's progress or behaviour.</p>
<p>How does the school know how well my child is doing?</p>	<p>As a school we regularly measure children's progress in learning against National expectations and age related expectations.</p> <p>The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we rigorously track children's progress from entry at Year 3 through to Year 6, using a variety of different methods referencing age related expectations, reading, maths and spelling ages.</p> <p>Children who are not making progress are identified through review meetings with the Class Teacher and the Phase Leader. In this meeting a discussion takes place concerning why individual</p>

	<p>children are experiencing difficulty and what further support can be given to aid their progression. Information from these review meetings are then shared by the Year Group Leader at Senior Leadership level.</p> <p>For children on an Individual Learning Plan, their individual targets and progress towards agreed outcomes are regularly reviewed by the Class Teacher and evaluative comments are recorded on the document. If the child has not met the target, then the target is rewritten into smaller steps or a different approach may be tried to ensure the child continues to make progress.</p> <p>Parents are regularly informed of their child's progress at the autumn and spring learning consultations.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>We are an inclusive school; we welcome and celebrate diversity. At Hook Junior School we have a caring, understanding team looking after our children.</p> <p>The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice. This may involve working alongside outside agencies such as Health and Social Service, and / or the Behavioural Support Team.</p> <p>The school has two ELSAs (Emotional Literacy Support Assistants) and a Pastoral Support Worker who work under the direction of the SENDCo, mainly with children who need additional emotional, social and / or behavioural support.</p> <p>At Hook Junior School, we have a variety of intervention groups for children with specific emotional, social and / or behavioural needs.</p>
<p>What support is there for behaviour, avoiding exclusion and increasing attendance?</p>	<p>At Hook Junior School, we have a very positive approach to all types of behaviour with a clear reward and sanction system that is followed by all staff and pupils.</p> <p>If a child has behavioural difficulties, an Individual Behavioural Management Plan (IBMP) is written to identify the specific issues, put relevant support in place and to set appropriate individual targets.</p> <p>After any behavioural incident, we expect the child to reflect on their behaviour with an adult. This helps all parties to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.</p>

	<p>Attendance of every child is monitored on a daily basis by the Admin Officer. Lateness and absence are recorded and regularly reported upon to the Head Teacher. Perfect attendance is celebrated at the end of each term with those achieving 100% attendance.</p>
<p>What specialist services and expertise are available at or accessed by Hook Junior School?</p>	<p>Our SENDCo has completed her National Award for SEN coordination and has a Postgraduate Certificate in Vulnerable Learners and Inclusion.</p> <p>This year, Miss Smith is undertaking training in order to also gain her SENCO accreditation.</p> <p>We have two qualified ELSAs who regularly work alongside Educational Psychologists.</p> <p>As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:- Behavioural Intervention; Health including – GPs, school nurse, clinical psychologists, paediatricians, speech and language therapists; occupational therapists, social services including – Locality Teams, social workers and Educational Psychologists.</p>
<p>What training have staff had in order to support children with SEN?</p>	<p>All teaching and non-teaching staff are trained to support children with SEN. This training maybe internal, from the Local Authority or external courses and programmes.</p> <p>Our SENDCo has completed her National Award for SEN coordination and has a Postgraduate Certificate in Vulnerable Learners and Inclusion.</p> <p>All staff receive regular training and SEN updates, and there are regular updates on Child Safeguarding policies.</p> <p>LSAs have weekly professional development training linked to the needs of the children in our school.</p>
<p>How will my child be included in activities outside the classroom including trips?</p>	<p>Hook Juniors is an inclusive school and all children take part in off-site educational visits.</p> <p>A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety will not be compromised. When we carry out the risk assessment we also consider the accessibility arrangements for our children with SEN and disabilities. Alternative arrangements for access round the site can be planned or relevant provision put in place for individual children.</p> <p>Trips are carried out in accordance with the Local Authority's guidelines on off-site visits.</p>

<p>How will my child be able to contribute their views?</p>	<p>At Hook Junior School we value and celebrate each child being able to express their views on all aspects of school life.</p> <p>The School Council meet regularly and this has an open forum for any issues or views to be raised. Each class has two School Council Representatives who has been elected by their class and teacher.</p> <p>Each Subject Leader in the school undertakes regular pupil conferencing across the school in order to gather the children's views about the curriculum and their specific subject.</p> <p>There is an annual pupil questionnaire where we actively seek the viewpoints of children all aspects of school life.</p> <p>Children who have a Personal Plan are aware of the targets they are working on.</p> <p>If your child has a Statement of SEN or EHCP their views will be sought before any review meetings.</p>
<p>How accessible is Hook Junior School?</p>	<p>The Hook Junior School site is wheelchair accessible.</p> <p>We have a hearing loop in reception.</p> <p>There are two disabled toilets.</p> <p>There are public walkways to the school.</p>
<p>How does the school manage the administration of medicines?</p>	<p>The school has a policy regarding the administration and managing of medicines on the school site.</p> <p>Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.</p> <p>On a day to day basis the Admin Staff generally oversee the administration of any medicines.</p> <p>As a staff, we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.</p>
<p>How will the school prepare and support my child when joining and</p>	<p>If your child is joining us in Year 3 from Hook Infants they will be involved in our transition programme which is arranged between the two schools. The Year 2 children visit us to watch</p>

<p>transferring to a new school?</p>	<p>productions, join us for additional playtimes, a story, tour of the school and assemblies. The Year 2 and Year 3 teachers meet to transfer information about each child.</p> <p>Parents of children transferring from other Infant schools into our Year 3 are informed of the above transitional activities and these children are welcome to participate with the children from Hook Infants.</p> <p>Information regarding children with SEN is transferred between SENDCos. Children with SEN may require additional visits and / or transition meetings which involve parents and carers.</p> <p>At the end of the Summer Term, we hold a Year 2 Information Evening where parents and carers get the chance to meet our staff and become familiar with the school building and procedures.</p> <p>Year 6</p> <p>Year 6 staff and the SENDCo liaise with the receiving secondary school; for the majority of our pupils this is Robert Mays School.</p> <p>Extra transition visits are organised and arranged as necessary.</p>
<p>How school governors involved and what are their responsibilities?</p>	<p>One of our governors is responsible for SEN and she regularly meets with the SENDCO during the school year; providing reports to the Governing body.</p> <p>The governors are not aware of the names of SEN children as confidentiality is maintained at all times. The progress of SEN children, as a group, is reported to the governors and they monitor this on a termly basis.</p> <p>The governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.</p>
<p>How will I raise concerns if I need to?</p>	<p>Your first point of contact if you want to discuss something about your child is your child's class teacher.</p> <p>If you are still concerned, you can contact Miss Carne, the SENDCo.</p> <p>Look at the SEN policy on the website.</p> <p>Follow the Complaints Policy for Hook Junior School.</p>

	Support for parents of children with SEN is available on the Hampshire County Council website.
Who should I contact if I am considering whether my child should join the school?	If you would like to apply for your child to join Hook Junior School, please contact the school office. We will be happy to take you on a tour of the school where we will willingly answer any of your questions. There is a School Admissions policy on the school website.
Who can I contact for further information about services for my child?	Hampshire's Local Offer will outline all services and support available across health, education, social care and leisure services and will improve choice and transparency for families. This can be accessed through - http://www.hampshirelocaloffer.info/en/Main_Page
How is Hook Junior School's Special Needs Report reviewed?	This report will be reviewed annually by the SENDCo and the SEN Governors, and a report presented to the Full Governing Body.

Questions from a child's point of view

Question	Answer
How do the teachers at Hook Junior School know if I need extra help with my school work?	Through my progress in assessments / against my targets. If they see I am struggling with my group's work. My behaviour and attendance
What should I do if I think I need extra help?	I can talk to my teacher at school or someone at home. All the staff at Hook Juniors are there to help me.
How will I be involved in planning for what support I may need and who will explain it and help me?	My teacher will sit down with me and usually my parents to discuss my Individual Learning Plan. This will have targets for me to work towards and say what help I will receive and from whom.

<p>Who will tell me what I can do to help myself achieve my targets?</p>	<p>When my teacher talks to me about my Individual Learning Plan they will tell me what I need to do to achieve my targets.</p>
<p>How will I know if I am doing as well as I should at school?</p>	<p>My teacher will meet with my parents / carers at regular times throughout the year to explain how I am doing. I am invited to join these meetings.</p>
<p>What should I do if I am worried about anything?</p>	<p>I can talk to my teacher or any other member of the school staff. They are there to help me.</p>
<p>Who at school can help me?</p>	<p>Every member of staff at Hook Juniors is there to help me.</p> <p>My teacher is the main person who will help me but sometimes I may work with a Learning Support Assistant in a small group or individually.</p> <p>The school also works with lots of experts, from out of school, who can support you too.</p>
<p>If I have difficulty in taking part in school activities what support can be given to me?</p>	<p>Hook Juniors wants me to be able to take part in every activity that the school offers.</p> <p>I can talk to my class teacher if I would like to be involved in school activities where I may need extra help.</p> <p>If I need them, there is a disabled toilet, a hearing loop in the reception and all the classrooms can be entered in a wheelchair.</p>
<p>What help is there to help me get ready to start at my new school?</p>	<p>Before I join the school, the staff at Hook Juniors will talk to my current school and my parents / carers.</p> <p>I am welcome to come and visit Hook Junior School so that I can become more familiar with the building and meet people.</p> <p>If you join in Year 3, you will be invited to join us before you start at the juniors for activities such as story time, assembly and playtime.</p>

Glossary of Terms

ELSA	Emotional Literacy Support Assistant
LSA	Learning Support Assistant
SEN	Special Educational Need
EHCP	Education, Health and Care Plan
ILP	Individual Learning Plan
IBMP	Individual Behavioural Management Plan
SENDCo	Special Educational Needs and Disability Co-ordinator

Linked Policies

The following policies are available on the school website:

SEN	Yes
Safeguarding	Yes
Behaviour	Yes
Equality and Diversity	Yes

Confidentiality	Yes
Attendance	Yes
Equality	Yes
Complaints	Yes
Admissions	Yes

Completion

Completed by:

SENDCo:	Jo Carne
SEN Governor:	Jo Mackenzie
Date for review:	October 2018