

## **Hunter's Bar Junior School SEND information report**

This is a report to inform parents of the provision that Hunter's Bar Junior School offers to children with SEND who attend our school. You will find details of the strategies and resources we use as a school and involvement from outside agencies.

Who is responsible for children with SEND at Hunter's Bar Junior School?

- All members of the teaching staff and support staff
- The Inclusion Manager, Mr David Preston
- The Head teacher, Mr Michael Watson
- The governor for SEND, Mrs Hannah Collison
- Members of the Senior Leadership Team (SLT)

To contact David Preston, please ring the school on (0114) 266 0547 or email him at: [senco@huntersbar-jun.sheffield.sch.uk](mailto:senco@huntersbar-jun.sheffield.sch.uk)

Questions	School Response
<p>What kind of Special Educational Needs and Disabilities (SEND) are provided for, at Hunter's Bar Junior School (HBJ)?</p>	<p>We welcome all children at HBJ, regardless of their needs. We have a range of pupils with SEND on role and currently cater for children with: Attention Deficit Disorder (ADD), Attention Deficit and Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder (ASD), Developmental Coordination Disorder (DCD), Dyslexia and children with dyslexic tendencies, General Learning Difficulties, Specific Language Impairments (SLI), Speech and Language difficulties, Aural Impairment, social, emotional and mental health issues including anxiety and emotional regulation issues.</p> <p>As we are a four-storey Victorian school, with limited additional space, our provision for wheelchair users and other physical disabilities is limited.</p>
<p>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>Identification of a child with SEND is made through ongoing class teacher observations (as part of their quality first teaching) and pupil progress meetings (which are held with the Head teacher and Deputy Head teacher every term). From this, any child who needs provision that is in addition to or different from that generally made for others at the same age, is identified. The School's Toolkit for Assessing Children's Needs, Sheffield Support Grid Exemplar (SSGe) alongside other assessment and identification tools are used to support staff with this process</p> <p>Every pupil with additional needs will have an individual package tailored to suit their needs. The support they receive could range from reasonable adjustments to their school day, in-class support, in-school interventions to specialist programs from outside agencies. The Inclusion Manager oversees the arrangements for these children and provides support and guidance to both staff and parents.</p>

	<p>Parents may also inform the school if they too have concerns about their child, either via the class teacher or through a meeting with the Inclusion Manager.</p> <p>Referrals are made to outside agencies if it is thought to be necessary. These include: Educational Psychologists, Autism Team, Speech and Language and Family Intervention Service (Formerly MAST).</p> <p>Parents wishing to pursue a diagnosis of dyslexia can do so via an outside agencies such as Dyslexia Action or the White Rose Centre. Parents requiring a Ryegate or CAMHS (Child and Adolescent Mental Health Service) referral need to contact their own general practitioner (GP). We support these referrals by providing a pen portrait of the child where necessary.</p>
<p>How will you know how my child is doing?</p>	<p>Progress against agreed outcomes is reviewed using the 'assess, plan, do and review' cycle. In order to measure the impact of the agreed actions, evidence is collected through classroom drop-ins, book looks, and conversations with the child. This is further supported during pupil progress meetings with the deputy head, head teacher and the class teacher. Progress is discussed during three termly reviews with parents and carers, when SMART outcomes are co-constructed, discussed and reviewed.</p> <p>The SEND provision map is reviewed every term and adjustments are made, as and when they are necessary, in order to best meet the needs of the children.</p> <p>In addition to this, the children are encouraged to track their own progress and targets they set themselves as well as the ones set by teachers. This leads to conversations with their class teacher and teaching assistants about the progress they are making.</p>

<p>How will I know how my child is doing?</p>	<p>Parents and carers may be consulted through informal conversations with the class teacher before or after school or by telephone or email.</p> <p>Parents and carers are invited to a review three times a year, to discuss their child's education with the class teacher and either the inclusion manager or a member of the inclusion team; information from anyone else involved in the child's education will be sought and shared when necessary. Outcomes and provision are discussed at these meetings and progress is reviewed. Both the child and their parents are asked to contribute to this process to ensure that the opinions of all parties involved are heard, recorded and valued. The pupil's voice is at the centre of these meetings.</p> <p>The views shared and outcomes of these meetings are documented on the child's support plan and a copy is sent home to parents and carers.</p> <p>Class teachers produce a formal report to inform parents about their child's learning and progress.</p> <p>Parents are invited to meet with any outside agencies involved with the child after any observations or testing have taken place, and they will also receive reports on progress from outside agencies, as and when they are published.</p>
<p>How will you help me to support</p>	<p>If parents and carers require support, they should always speak to their child's class teacher in the first instance. If they have further concerns or specific questions regarding SEND, they are welcome to talk to the inclusion manager or support staff who work with their child.</p>

<p>my child's learning?</p>	<p>Parents/carers are invited into school to speak with outside agencies who have been in to school to work with their child and to receive advice.</p> <p>Semi-regular Coffee Mornings (starting in the second Autumn half term) will happen each week to allow parents to discuss any concerns with members of the SLT and the Inclusion Officer. These will sometimes have a focus and sometimes be more informal.</p>
<p>What expertise and training to the staff who support send pupils have?</p>	<p>At HBJ all of our teachers are fully qualified and are able to teach any child in the primary setting regardless of their needs. Teachers regularly receive further training in supporting children with SEND. Responsive Teaching sits at the heart of everything we do, meaning the needs of the children are identified and acting upon during each and every lesson.</p> <p>There has been whole staff training in a number of areas, including: Models and Images in Maths, Phonics (through Little Wandle) and The Zones of Regulation. All teacher and teaching assistants are part of a teach and review cycle where they are taught about specific learning needs, provided with strategies and given time to observe each other implement these. This year we are focussing on dyslexia, ADHD and Autism. All teachers also have access to training on autism provided through the Sharrow Learning Hub.</p> <p>Teaching assistants and the Inclusion team have also attended various training sessions on these areas: VIP, NIP, Fine motor skills, Dyslexia, Autism, ADHD, Social Stories, First class at number, Speech, Language and Communication and Success @ Arithmetic as well as training on EBSA (Emotional Based School Avoidance) and Attachment Theory.</p> <p>We have members of staff who are trained in the administration of</p>

	<p>medicines. A professional development program is in place for all staff and we work closely with outside agencies to develop practice within the school.</p> <p>The Inclusion Manager is an experienced teacher who will help guide teachers and support staff. He holds the NASENCO SENCo award.</p> <p>Our team of Teaching Assistants, led by our HLTAs, Susannah Williams and Keeley McGregor, are excellent and were praised by OFSTED for their skills and success in providing support for children with SEND.</p> <p>We have an experienced and well qualified Attendance and Inclusion Officer who supports children with social, emotional and mental health issues in school and also provides support for parents.</p>
<p>How is the curriculum matched to children's needs?</p>	<p>At HBJ we pride ourselves on our inclusivity. Our inclusive curriculum is adapted to meet the needs of all our pupils through carefully considered adaptations. Class teachers ensure that all pupils have work that is accessible, with an appropriate degree of challenge, to their ability. In addition to this, we offer reasonable adjustments to support pupils in removing barriers to learning and run targeted interventions for pupils who need additional support. Pupils with more complex needs have the curriculum tailored to their specific needs. We are a nationally recognised AFL (Assessment for learning) school by the SSAT. Learning environments are purposeful and supportive and relevant to the current topic in each class. Cognitive load theory is a carefully considered part of all our curriculum provision. Resources, scaffolds and support are provided for individuals, as and when they are appropriate, in order for children to work towards independence across the curriculum.</p> <p>This year the school curriculum has been redesigned to make it more accessible to all pupils in line with principles of working memory and direct instruction.</p>

How are classrooms and other areas of the school adapted to meet pupil's individual needs?

Class teachers arrange their classrooms in many ways and talk partners are changed regularly so that children are given the opportunity to work with all members of their class at different times. We have limited additional learning spaces available in school for children who require one to one or small group work and this is timetabled to be as efficient as possible. This means that the ability to run multiple interventions in school at the same time is limited.

The Haven is a calm space with a black out blind and soft furnishings and is used by children and staff at times when they may experience sensory overload. We also have dark dens for use by specific children and an outside play zone for active breaks and have turned our fish tank into a sensory den.

Children are taken outside for sensory breaks if they are struggling to regulate themselves to fully engage with their learning and several children have these timed into their day as a means of self-regulation. Many children use ear defenders in and around school, children have concentration screens around their desks to help them avoid distractions, we have a range of stress toys, pencil grips, wobble cushions, weighted blankets and lap cushions, coloured overlays etc. that are all available to any child that needs them in order to break down barriers and reach their full potential. Children also have access to reading pens, audio books and standing desks as deemed appropriate.

What arrangements are made to support pupils with SEND taking part in school activities outside of the classroom?

Pupils needing SEND support are included in all activities available at the school, including educational visits and residential trips. Risk assessments are written by class teachers, with SEND needs included and considered. All children with an EHC Plan will have their designated teaching assistant on a one-to-one basis during the visit if necessary. If there are any additional needs for visits then there will be an individual package/plan set up. Parents are also welcome to visit the site if necessary.

Children's SEND requirements are shared with external staff if they attend after-school clubs so that strategies can be put in place to accommodate them. If necessary, activities are adapted to suit the individual needs of pupils with SEND. During lunchtimes at HBJ, we have play leaders to teach skills and games to all pupils. We also have a small area where children who experience difficulties outside can play in a smaller area with structured activities. At lunchtimes and after school, we have a wide variety of activities that all pupils are able to access. In addition to this, we also offer a quiet classroom designated as the 'Chillout Zone' for those children who find that their sensory or emotional needs require a quieter environment to the playground. Clubs are run most lunchtimes to allow children access to a more purposeful environment if needed.

The majority of our lunch time supervisors are also teaching assistants at the school, meaning that they know the children very well and are best placed to cater for their needs at unstructured times.

How does the school support pupils overall well-being?

The pupils' spiritual, moral, social and cultural well-being is embedded throughout our curriculum and ethos at HBJ. All staff at HBJ are responsible for all pupils in school. We follow a bespoke PSHCE program, devised by the head teacher and our Healthy Minds champion. We also teach P4C (Philosophy for children). Our dedicated team of Teaching Assistants, alongside our Inclusion Officer support children with social, emotional and mental health issues in a number of ways including 1:1 mentoring sessions, social groups involving aspects of Theraplay, nurture and craft groups as well as more specific interventions such as Circle of Friends, Zones of Regulation and Mighty Minds. We recognise the impact that the COVID 19 pandemic has had on our children and have assigned a teaching assistant to work alongside our Inclusion Officer to provide additional emotional support.

Our Year 6 play leaders provide support at lunchtimes to help children who struggle in the playground, providing them with the strategies, skills and environment to help develop their skills of social communication and interaction.

We have a wide range of lunchtime and after school clubs which all pupils are able to access. Our school has an open-door policy where pupils are able to speak to any member of staff as and when they wish to.

Our school council meets regularly and they are involved in many areas of the school, including arranging charity days throughout the year and working closely with our Home and School Association.

We work closely alongside outside agencies such as the Family Intervention Service to remain up to date on current initiatives and to further develop our support of children's social and emotional skills.

<p>What specialist support or services does the school access for pupils with SEND?</p>	<p>We have many different services to offer at HBJ, below is a list of the most frequently used agencies:</p> <ul style="list-style-type: none"><li>➤ Speech and language therapy</li><li>➤ The Autism Team</li><li>➤ Family Intervention Service</li><li>➤ Visual Impairment Team</li><li>➤ Educational Psychology Service</li><li>➤ The ADHD Team</li><li>➤ CAMHS</li><li>➤ Social Care</li><li>➤ The Rowan School</li><li>➤ SENDIAS</li></ul>
<p>How do we include SEND pupils in their own education?</p>	<p>Pupil's voice is very important to us and is part of the assess, plan, do, review process. All children on the SEND register, complete a pupil voice activity three times per year, outlining their views about their strengths and any areas for development they would like support with. Before meetings, children have the opportunity to give their opinions about how their education is progressing, with a member of staff they are familiar with.</p>

	<p>We encourage our pupils to set themselves targets and self-assessment is a feature in all lessons. Where appropriate, pupils with SEND do this independently but others are provided with the necessary support. Pupils are invited to attend meetings if it is deemed appropriate. Alternatively, their views are shared at the meeting.</p>
<p>What arrangements does the school make to support pupils at times of transition?</p>	<p>There is a comprehensive transition package for pupils joining HBJ in Year 3. Pupils are visited in their Year 2 classes by their new class teacher and a named teaching assistant (where possible). They are also invited to attend various lessons at the Junior School including a PE session with the Year 5 students. Mr Watson (our Head teacher) visits Hunter's Bar Infant School to deliver an assembly and children also experience shared play times together.</p> <p>The Year 2 children are paired up with a buddy from Year 5, who takes them on a tour of the school, before the Year 2s then escort their parents around during an open afternoon. The HBJ Inclusion Manager attends transition review meetings with Year 2 children on the SEND register (where appropriate) and liaises with the SENCO of the Infant School about their needs.</p> <p>For a child moving to HBJ part way through the Junior phase the family will have an admission meeting with our Inclusion Officer and the Head Teacher. During the meeting, the parents/carers will have the opportunity to talk about their child and any concerns they may have as well as a tour of the school and an opportunity to meet staff. We will also contact the previous school to get background information about the child.</p>

	<p>At times of transition within the junior school, there are many opportunities for staff to discuss the children before their transition to the next class. We arrange for additional transition opportunities for those children who may need it, such as contact time with the new teacher.</p> <p>There are a number of transition dates put in place for Year 6 pupils to attend their chosen Secondary School. A review meeting is arranged between the Inclusion Manager, parents and the Secondary SENCO and all relevant information is passed on. For many pupils with SEND, the transition arrangements to Year 7 are bespoke and can begin as early as the start of Year 6.</p>
<p>How do pupils with SEND engage with non-SEND children?</p>	<p>We are an inclusive school and all children learn side-by-side with their peers in a range of groupings. Where children with SEND struggle with social situations we have social groups which enable them to develop their social skills. Our students learn to value one another equally as members of the school community. Non-SEND children learn valuable lessons about diversity on a daily basis.</p>
<p>Who should parents/carers contact if they have a query or complaint about the SEND provision at HBJ?</p>	<p>If you have any queries regarding concerns over your child's education, the first point of contact should always be your child's class teacher.</p> <p>Alternatively, you can contact our Inclusion Manager – David Preston, Governor of SEND, Hannah Collison or the Head teacher - Michael Watson, via the school office.</p> <p>We would be delighted to welcome you to one of our 'Meet the Inclusion</p>

Team' coffee mornings/afternoons where the Inclusion Manager, Learning Mentor and Teaching Assistants are available to discuss any concerns you may have. On occasions, we invite other agencies along such as our Governor of SEND, The Autism Team, FIS or Sheffield Parent Carer Forum to offer advice and support for parents.

More details about the reforms and the SEND code of practice can be found on the Department for education's website: [www.gov.uk/schools-colleges/special-educational-needs](http://www.gov.uk/schools-colleges/special-educational-needs).

For further information about the authorities Local Offer please see: [www.sheffield.gov/local offer](http://www.sheffield.gov/localoffer)

Or for independent SEND information and advice please contact: SENDIAS - Sheffield SEN Disability Information, Advice and Support (formerly known as the Parent Partnership Service). Floor 4, Redvers House, Union Street, Sheffield S12JQ Email: [disabilityinformationservices@sheffield.gov.uk](mailto:disabilityinformationservices@sheffield.gov.uk)