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/ SENCO, 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)

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| Questions | School Response |
| What kind of Special Educational Needs and Disabilities (SEND) are provided for, at Hunter’s Bar Junior School (HBJ)? | We welcome all children at HBJ, regardless of their needs. We have a range of pupils with SEND on role and currently support children with the following: Attention Deficit Disorder (ADD), Attention Deficit and Hyperactivity Disorder (ADHD), Autism, 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 needs including anxiety and emotional regulation issues.  Support is based on how a child presents in school, not based on a diagnosis.  As we are a four-storey Victorian school, with limited additional space, our provision for wheelchair users and other physical disabilities is limited. |
| 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? | Identification of a child with SEND is made through ongoing class teacher observations (as part of their quality first teaching), SENCO observations, internal assessments and parent feedback. 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 Sheffield Support Grid Exemplar (SSGe) alongside other assessment and identification tools are used to support staff with this process and decide whether it is appropriate for adaptations, short term support or longer term intervention.  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, alongside class teachers and the wider inclusion team, and provides support and guidance to both staff and parents. |

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|  | 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.  Referrals are made to outside agencies if it is thought to be necessary. These include: Educational Psychologists, Autism Team (ASCETS), Speech and Language and Family Intervention Service (Formerly MAST).  Parents wishing to pursue a diagnosis of dyslexia can do so via an external company such as Dyslexia Action or the White Rose Centre – please note, these are private companies and not affiliated to the school or the Local Authority and other providers are available. Parents requiring a Ryegate (ADHD, Autism) or CAMHS (Child and Adolescent Mental Health Service) referral need to contact their own general practitioner (GP). We support these referrals by providing a supporting letter where necessary and providing written feedback once a referral has been made. |
| How will you know how my child is doing? | At the beginning of the year, class teachers and parents create a support plan outlining a child’s main areas for development. Progress against the outcomes agreed within this plan are 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 and parents. Progress is discussed during three termly reviews with parents and carers, when the outcomes discussed and reviewed. 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 with changes to provision made in line with pupils and parents’ views.  Between these points, class teachers offer informal drop-ins and direct contact via email, as required.  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. |

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| How will you help me to support my child’s learning? | 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.  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. |
| What expertise and training to the staff who support send pupils have? | 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.  The school’s behaviour system is modelled on Unconditional Positive Regard, meaning a relational, non-judgemental approach is taken towards all children.  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. Over previous years, we have focussed on dyslexia, ADHD and DLD as well as Sensory Processing Disorder and strategies to mitigate the factors within these conditions which make school more challenging. All teachers also have access to training on autism provided through the Sharrow Learning Hub and ASCETS. This year, we are focussing specifically on how to support our neurodiverse learners to give them the best school experience possible.  Teaching assistants and the Inclusion team are also trained to deliver specific interventions such as: VIP, NIP, LEAP, Fine motor skill development, Social Stories, First class at number and Success @ Arithmetic and deliver interventions to support children with ADHD, Autism, Speech, Language and Communication needs, Sensory Processing Disorder as well as training on EBSA (Emotional Based School Avoidance) and Attachment Theory.  We have members of staff who are trained in the administration of |

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|  | medicines. A professional development program is in place for all staff and we work closely with outside agencies to develop practice within the school.  The Inclusion Manager/ SENCO is an experienced teacher who will help guide teachers and support staff. He holds the NASENCO SENCo award.  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.  We have an experienced and well qualified Learning Mentor who supports children with social, emotional and mental health issues in school and also provides support for parents. |
| How is the curriculum matched to children’s needs? | At HBJ, we pride ourselves on our inclusivity. Our inclusive curriculum is adapted to meet the needs of all our pupils through carefully considered adaptions. Class teachers ensure that all pupils have work that is accessible, with an appropriate degree of challenge, and tailored to their starting points.  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 and have strong links with the SSAT and the TDT. 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. We do not make assumptions about children’s prior learning; we assess and adapt on a lesson by lesson basis.  Over the past three years, the school curriculum has been redesigned to make it more accessible to all pupils in line with principles of working memory and direct instruction. |

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| How are classrooms and other areas of the school adapted to meet pupil’s individual needs? | Class teachers arrange their classrooms so that all children are facing forward. This is designed to limit distractions. Talk partners are well embedded within pedagogy and 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. We also have turned our fish tank into a sensory den.  All teachers are trained to deliver Sensory Circuits and these are embedded into classroom practice to allow all children’s needs to be met either through the alerting, organising or calming phases.  Children who have more significant needs are taken outside for sensory breaks if they are struggling to regulate themselves so that they are fully engaged with their learning and several children have these planned into their day as a means of self-regulation. All children have access to a reset box as any child may need additional regulation time on a given day.  Many children use ear defenders in and around school and we also provide white noise machines as an alternative. Children have concentration screens around their desks to help them avoid distractions and we also 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 a designated teaching assistant to support them on 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 of any trips prior to the visit taking place if they feel it is necessary. If required, we will provide 1:1 support for vulnerable children to enable them to attend trips. Where residentials are concerned, we offer daytime only options for vulnerable children as we would prefer children to attend for some rather than none. Both of are residentials are within a 30 minute drive from school.  When requested, 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 less demand. We also offer a wide range of equipment and small world play to allow children of all developmental stages to feel included.  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 for ‘Film Club’ for those children who find that their sensory of emotional needs require a quieter environment to the playground. Film Club runs for 30 minutes each lunchtime to help limit the amount of time children are required to be outside. A wide range of other 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. |

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| 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 use P4C (Philosophy for children) to support our children’s moral development.  Our dedicated team of Teaching Assistants, alongside our Learning Mentor 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.  Our Year 6, play leaders provide support at lunchtimes to help children who need additional support 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, including the headteacher, 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. As well as School Council, we have Sport’s Leaders, Teaching and Learning Leaders and Behaviour Leaders to give feedback on the school environment about specific aspects of learning.  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.  The HSA (Home School Association) has made a choice to run all events at, or close to cost in order to make all events accessible to all, rather than as fund raising events. |

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| What specialist support or services does the school access for pupils with SEND? | We access a range of services at HBJ; below is a list of the most frequently used agencies:   * Speech and language therapy |
|  | * The Autism Team (ASCETS) |
|  | * Family Intervention Service |
|  | * Auditory Impairment Team |
|  | * Educational Psychology Service |
|  | * CAMHS |
|  | * Social Care |
|  | * The Rowan School |
|  | * SENDIAS |
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| How do we include SEND pupils in their own education? | Pupil’s voice is very important to us and is an intergral part of the ‘assess, plan, do, review’ process. All children on the SEND register, complete a more formal pupil voice activity three times per year, outlining their views about their strengths and any areas for development they would like support with. However, children are asked on a daily basis about their educational experience so that staff are able to make adjustments to their school experience. Before review meetings, children have the opportunity to give their opinions about how their education is progressing, with a member of staff they are familiar with. |

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|  | 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. |
| What arrangements does the school make to support pupils at times of transition? | 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 a lesson at the Junior School with the Year 3 students and their new class teachers. Mr Watson (our Head teacher) visits Hunter’s Bar Infant School to deliver an assembly and children also experience shared play times together.  The Year 2 children are paired up with a buddy from Year 3, 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. Additional transition visits are planned in for vulnerable children.  For a child moving to HBJ part way through the Junior phase, the family will have an admission meeting with our Learning Mentor 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.  At times of transition within 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.  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. |
| How do pupils with SEND engage with non-SEND children? | We are an inclusive school and all children learn side-by-side with their peers in a range of flexible 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. |
| Who should parents/carers contact if they have a query or complaint about the SEND provision at HBJ? | 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.  Alternatively, you can contact our Inclusion Manager – David Preston, Governor of SEND, Hannah Collison or the Head teacher - Michael Watson, via the school office.  For further information about the authorities Local Offer please see: <https://www.sheffielddirectory.org.uk/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) |