

Welcome to the

Hampton Hill Junior School

Special Educational Needs

Information Report

Oct 2022



This information is for anyone who wants to understand how we support children with additional needs in our school.

This report was prepared in consultation with a group of parents. Thank you to the following parents for contributing their ideas and feedback:

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We hope that you find the following document informative and clear. We are keen to help all children who come into our care. We will listen to you and want to do our best for your child. We look forward to meeting you.

Best Wishes, Tracey Bannister, Special Educational Needs Co-Ordinator.

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Our Approach to Teaching Pupils with Special Educational Needs (SEN) and Disability

We welcome boys and girls aged 7 to 11 with additional needs to our school.

The SEN Code of Practice 2014 identifies four broad areas of need:

- Communication and interaction, including Autistic Spectrum Conditions
- Cognition and Learning, including Dyslexia
- Social, emotional and mental health-difficulties, including Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and / or physical needs

We aim to meet the needs of children with SEND in all the above categories and the conditions listed above are just an example of difficulties we have experience of working with.

What are the Different Levels of SEND?

Needs between children vary enormously and can change over time. The majority of children and young people with SEND will have their needs met within the school effectively at 'school level' through the 'Quality First Teaching' in their class.

We keep a list of all children classed as 'needing monitoring' due to a concern regarding their progress in any of the above areas, and many of these children will receive some temporary extra intervention which is classed as part of our usual provision.

Where provision is required that is 'additional to' or 'different from' the typical provision, the child may be added to our SEN Support Register. This is updated on a termly basis. The SENCo adds names to this register following the Threshold Guidance from the Local Authority and parents are informed if their child is listed as needing Additional SEN Support.

Education Health and Care Plans (EHCPs)

For a small number of children, the special educational provision required to meet their needs cannot reasonably be provided from within the normal resources within the school budget. Where this is the case, in liaison with the family, the school will request that the local authority conducts an assessment of education, health and care needs and prepare an Education, Health and Care Plan (EHCP). This has to be approved by the Local Authority SEN Panel. It must be focused on the outcomes the child or young person seeks to achieve across education, health and care. The plan will be based on a coordinated assessment and planning process which the child and their parents are at the centre of.

To summarise, we have 4 areas of support we can offer children:

- No concerns
- M= Monitor
- K= Additional SEN Support
- E= Education & Healthcare Plan

We send out termly letters to parents to inform them of which level of support their child is receiving. If any changes are needed we will always discuss with parents and keep them fully informed.

What We Do At HHJS

We have high expectations of our children with SEND and work in partnership with families to ensure they achieve their very best. We provide appropriate support to include children with SEND in all aspects of school life, giving them every opportunity to succeed. This involves a range of interventions to support children experiencing difficulties with maths, literacy, processing, memory, social skills and emotional or behavioural difficulties.

We evaluate the effectiveness of our provision by assessing progress, holding meetings to discuss progress and alter provision accordingly, observing lessons, scrutinising work in books and seeking parental views through questionnaires and individual meetings. Our minutes of our parental meetings include desired outcomes and a plan of how to achieve them. We assess both academic and social and emotional needs through a variety of tools and consultation.

Our Staffing and Our Expertise

Class Teachers

Class teachers are generally the first port of call regarding your child's learning. Teachers are responsible for delivering high quality, targeted, classroom teaching also known as 'Quality First Teaching' and are able to work with Specialist Skills Teachers and Learning Support Assistants (LSAs) to meet the needs of your child.

Class Teachers plan lessons taking into account the needs of all groups of children in their class, starting with what they already know, can do, and can understand. Teaching is adapted so that your child is fully involved in learning in class. This may mean employing different styles of teaching and learning to engage your child as fully as possible, for example using more practical learning and additional / adapted resources. We may also adapt the environment for the learner's needs, for example by offering them a distraction-free zone.

Your child may work in the classroom, or another learning space, individually and in groups as well as experiencing whole class learning opportunities.

Additional strategies may be put in place to support your child to learn. We listen to the children and try to help when things are challenging for them. Staff are friendly and approachable and the pupil voice is strong through the School Council as well as informal on-going 1:1 chats with staff on a daily basis or as needed. Children with additional needs (and their parents) are asked to complete a survey each summer.

Intervention Team

We have a specialist teacher, Mrs. Jones, who focuses on Literacy and Numeracy particularly for children in receipt of the Pupil Premium Grant (PPG).

Our Intervention team staff provide targeted intervention for pupils across the school who may need short or long term, individual or group, interventions to help them make at least expected progress through the school.

In addition, we have 2 LSAs (Miss Dillon and Miss Whitmarsh) who also provide targeted English and Maths interventions across the school.

Learning Support Assistants

We have a large team of Learning Support Assistants (LSAs) who support children's learning in a variety of ways, both individually and in groups. The SEN team have expertise in a variety of aspects of the curriculum including all the 4 areas of need. (See p2)

Our team of LSAs can provide 1:1 or small group support for pupils and are also trained to deliver classroom based and out of class group interventions.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues.

Individual teachers and support staff will attend training courses run by outside agencies that are relevant to the needs of specific children in their classes, for example, courses on phonics, maths, ASD, ADHD and Sensory Processing Disorder.

Our policy on SEND, which provides guidance for staff, can be found on our website under "The Federation – Policies & Other Important Documents – Special Educational Needs & Disability Policy."

SENCo

At Hampton Hill Junior School our SENCo, (Special Educational Needs Co-Ordinator) is Mrs. Tracey Bannister. In addition to 8 years of class teaching, Mrs. Bannister has over 15 years of working within the field of SEN (8 years as a SENCO in a Hounslow school and 2 years working as an Advisory Teacher for Behaviour) and 7 years as a Community Teacher, working on parental and community involvement in education.

Tracey Bannister is available on 020 8979 3019 or t.bannister@hamptonhill.richmond.sch.uk

Our SENCo is responsible for:

- Co-ordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and provision to make sure all children get a consistent, high quality response to meet their needs in school.
- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how they are progressing.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy (SALT), Educational Psychology, Child and Adolescent Mental Health Services (CAMHS), Occupational Therapy (OT), and Educational Sensory Support Intervention (ESSI)
- Updating the school's SEN Support register. (A system for ensuring all the SEND needs of pupils in this school are known)
- Keeping up to date records of your child's progress, needs, and personalised support.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Working with SENCos in other local schools to share best practice for all SEND pupils.
- Managing the Team of Learning Support Assistants who support children with SEND across the school.
- Assessing Effectiveness and Impact of Provision

Additional Resources and Support

We buy in counseling services from Place to Be. Trained volunteers are available to help support our children throughout the school in a variety of ways and are a great additional asset to our team.

Admissions, Safeguarding and Inclusion Officer

Our Admissions, Safeguarding and Inclusion Officer is Caroline Wrigglesworth. Mrs. Wrigglesworth is responsible for overseeing the admissions procedure for all pupils and works with other staff to provide learning and pastoral support for children and their families. She also liaises with outside agencies such as the Educational Welfare Service, Social Care, Family Support Service, Children's Counsellors (Place2Be), School Nurse and Young Carers.

The Head Teacher

The Head teacher at Hampton Hill Junior School is Mr. Alan Went.

Mr. Went is responsible for:

- The day to day management of all aspects of the school, which includes the support of children with SEND.
- Mr Went will give responsibility to the SENCo and class teachers but is still accountable for ensuring that your child's needs are met.
- He will also make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEND Link Governor

We have a member of the Governing Body who is responsible for SEND provision. Our SEND Governor is Mrs. Maggie Bassett. She works closely with our Head teacher and SENCo to make sure that the necessary support is made available for any child who attends the school who has SEND.

Identifying Children with SEN

Your child's progress is continually monitored by their class teacher, who is ultimately responsible for this. It is reviewed formally every term where progress is recorded in reading, writing and numeracy.

The Leadership team (which includes the SENCo) hold pupil progress meetings with teachers a minimum of twice a year to scrutinize progress and take action as needed. This meeting will highlight any children who are not making expected progress and this will initiate the process of additional support, which may lead to the child being identified as having a Special Educational Need.

At the end of Key Stage 2 (Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. (Suspended in 2020 and 2021 due to Covid-19)

If you or any of our staff have any concerns about your child's progress or age appropriate development a meeting can be arranged with the SENCo to discuss further.

The progress of children with an Educational Health Care Plan (EHCP) is formally reviewed at an Annual Review meeting. This meeting is child-centered and the child attends along with all adults involved with the child's education.

SATs

The government requires all Y6 children to do SATs unless they are working at a level below Key Stage 2 (i.e. working at the level of a Year 2 child in Year 6). At HHJS, we do our best to make tests as comfortable and stress free as possible for our children throughout the school. In Year 6 we apply for 'Access Arrangements' for an individual child according to their needs. 'Access arrangements' are reasonable adjustments such as the child being given 25% extra time, being allowed to take breaks, having a reader and/or a scribe. (Readers are not permitted in Reading tests for obvious reasons). We can also provide a separate room with an adult if that will support the child to do their best. Where possible, we do practice tests under these conditions also.

Working with Children and their Families and Keeping Parents Informed

Where we have a concern about a child, an initial assessment meeting is held with parents where the SENCo will share our concerns about the child and discuss, in depth, what the difficulties are that are being presented so that a full picture can be obtained.

In this meeting an action plan is drawn up with the parents detailing the desired outcomes for the child to either 'learn better' or 'be happier' and a reasonable period of time for the actions to be carried out is agreed upon. Then a meeting date is agreed with the parents for us to collaboratively review progress. This is known as the 'Assess, Plan, Do, Review Cycle'.

Meetings are routinely held with parents 3 times a year to discuss their child's progress however additional meetings can be held as needed as we strongly believe in collaboration and children are also often invited to these meetings.

In a small number of cases, advice and support from outside agencies may be requested. If your child has significant and on-going needs, following advice from outside agencies, a request to the Local Authority for an Education and Health Care Plan may be made.

Information on Education and Health Care Plans can be found on the local authority website (Achieving for Children Local Offer Website) or you can contact the SENCo via the school office.

Supporting the Whole Child – Emotionally As Well As Academically

We support our pupils with a variety of social and emotional needs. Some of our pupils could be Looked After Children (LAC), adopted children, bereaved children or suffered other trauma or loss. Others may have low self-esteem or friendship issues.

We support children in a variety of ways through groups such as 'The Garrick Garden', which is our Nurture group, and our lunchtime 'Friendship Club'. We can also run Zones of Regulation and Social Skills groups as needed and provide individual 'mentoring' support with the SENCo. In addition, we have a Place2Be counsellor who offers 1:1 counselling as well as drop-in sessions which can be for an individual or group, called Place2Talk.

Enhanced Provision for Children with Social, Emotional and Mental Health (SEMH) Difficulties

Hampton Hill Junior School also has a specialised enhanced provision for up to six pupils with Social, Emotional and Mental Health (SEMH) issues. The Lead Teacher is Mrs. Sarah Parker.

Admissions to this specialist provision are managed by the local authority through the SEN Panel, not

by the school. The school operates an inclusion policy where the pupils are taught in class wherever practical, supported 1:1 by an LSA. Additional interventions and programmes are put in place to address pupils' individual needs.

Trips Out and Extra-Curricular Clubs

We are fully committed to including all pupils, wherever possible, in everything we have to offer. Where needed, we provide additional support for SEN children to join in activities such as outings, swimming and other off-site curricular activities. If we see a need for a particular type of club to support an individual or group of pupils we will initiate this where reasonably possible.

Admissions and Transitions

Initial Admission to Hampton Hill Junior School

As with all admissions, please refer to the school and borough policies. We would encourage all parents of children with additional needs to visit the school and discuss their child's needs with the Special Educational Needs Co-Ordinator (SENCo) in order to inform your choice of school for your child.

All decisions re the admission of a child with an EHCP, or for a place in our SEMH provision, would be made through the Borough SEN Panel. The panel would then contact the school to see if we were able to meet the specific needs of that child.

It is important that all information regarding your child's needs is included in the school application. The SENCo will use this information to support a smooth transition.

Once your child has been allocated a place, the SENCo will contact you to plan your child's transition into our school. Where possible your child's previous school will also be contacted.

Moving Up from One Year Group to the Next Each July-Sept

All records and information will be shared with the new teacher and a planning meeting will take place in advance.

A 'Moving On' transition booklet might help your child and we would include photographs and information to help them understand the move into the next year group.

Moving on to Secondary School

Your child's transition will be carefully planned and managed by staff from both schools, you and your child will be involved in this process.

The school cannot advise you on your choice of secondary school but can suggest the type of school that would suit your child best.

At Hampton Hill we have a good relationship with local secondary schools. Each year we undertake a series of transition programmes and visits to familiarise pupils with their next school and its procedures.

We hold transition meetings with the SEN department of the on-going school to talk through your

child's needs and pass on all information and records that we feel will help the secondary school plan for your child.

External Support for Parents

Access to Resources for Families and Schools

Families and schools are able to access the following additional external professionals for advice and guidance:

- SENDIASS <http://rksendiass.co.uk/>
- Local Offer, including details of how to register on the Special Education Needs and Disability Register: www.kr.afcinfo.org.uk/local_offer
- Richmond Parent Carer Forum: www.richmondpcf.org.uk , Information@richmondpcf.org.uk , www.facebook.com/richmondpcf/

Complaints

Please see the Complaints Policy found in “The Federation – Policy and Other important Documents”

Next review of this document is due in October 2023