

Henleaze Junior School SEND Information Report

Henleaze Junior School believes that all children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into secondary school and into adulthood, whether into employment, further education or higher education or training. This is regardless of their age, gender, ethnicity, impairment, attainment and background. We ensure that all children have access to a broad and balanced academic and social curriculum. Children are equally valued and fully included in all aspects of school life by creating a sense of community and belonging. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. At Henleaze Junior School, every teacher is a teacher of every child including those with Special Educational Needs and Disabilities (SEND).

Below are some commonly asked questions with answers describing how we support children at Henleaze Junior School:

1. How does school know if children need extra help and what should I do if I think my child may have special educational needs?

We identify children as having special educational needs or needing additional help in several ways:

- Contacting previous schools prior to the child starting at Henleaze Junior School.
- By gathering evidence including observations, assessments, discussion with parents when a concern is raised by parents, class teachers or LSAs.
- If an outside agency identifies special educational need.
- If a doctor/school nurse identifies special educational need.
- Pupil progress meetings every term where we identify children who are not making expected progress.
- Regular liaison meetings between class teachers and SENDCo.
- Monitoring interventions and support given to check progress is accelerated.

If you think your child may have special educational needs firstly contact your child's class teacher. They may carry out some assessment or observations, or may arrange for your child to have some extra support in a small group. If there are still concerns after this, you and the class teacher may wish to discuss your child's difficulty with the school SENDCo. We always aim to build positive, open relationships with parents.

2. How will school support my child?

The class teacher is responsible for the progress and development of all children in their class, including where pupils access support from learning support assistants and specialist staff. They use a variety of techniques to meet a wide variety of needs through inclusive quality first teaching.

The SENDCo oversees additional support for children with special educational needs. There may be a learning support assistant working with your child either with a group of children or individually. How often these sessions happen will be explained by the class teacher when the support starts.

Class teachers will meet with all parents with children with special educational needs at least three times a year, which may be part of parent's evenings. At the meetings we will set clear outcomes and review progress towards them and discuss the support that will help your child achieve the outcomes. As part of these meetings your child will be asked for their views. Parents will have a chance to share their concerns and aspirations for their child. The process followed here is based on Assess, Plan, Do, Review as set out in the SEN Code of Practice.

The SENDCo can be contacted for further information via the school office by calling 01173772444 or email office@henleazejuniorschool.org

There is a named governor who is responsible for SEND who meets regularly with the SENDCo. The governor, head teacher and SENDCo report back to the full governing body. The SENDCo meets with the SEND governor regularly to provide an annual report for governors. The governors agree priorities for spending, with the overall aim that all children get the support they need in order to make progress.

3. How will the curriculum be matched to my child's needs?

When class teachers are planning their lessons, they think about the needs of all the children in the class. Teachers employ varied teaching styles, classroom organisation and they adapt resources for individual pupils. Learning is differentiated so that all children are able to make progress. Class teachers give regular, detailed feedback to children so they know their next steps for learning, including through Teacher Conferencing.

If your child continues to experience difficulties with some aspects of their learning, development or behaviour it may be appropriate to develop a plan in consultation with staff and parents. This is called a SEND Support Plan. Find out more in the next section.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

Parents are welcome anytime to make an appointment with the class teacher and, where applicable, the SENDCo to discuss how their child is doing. We can give advice about how to support your child at home with their learning.

As a school we track progress of all children's learning formally three times a year. We have pupil progress meetings to discuss children who are not on track to reach their end of year targets. Discussions then take place detailing how we can support children to reach their targets.

The class teacher continually assesses each child's progress and provides feedback to the individual child for their next steps. This feedback and assessment provides evidence of where children are improving and making progress and where children need more support.

There are parent training and learning events offered in school which will be communicated at the relevant time.

Where your child needs 'SEND Support', the 'Assess, Plan, Do, Review' process is followed:

Assess what the need is;

Plan what the target is that we are aiming to achieve;

Do the action that will support progress towards that target;

Review how well it has gone and what progress has been made

We record all of this on a SEND Support Plan which is reviewed by the class teacher with parents three times a year. These reviews may be part of parents' evenings. If a target has not been achieved then this will be discussed with parents and a different approach may be tried or the outcome may be broken down into smaller, more achievable steps.

If concerns about progress continue, it may be appropriate to seek advice from some other specialists. These are listed in section 6 below. We will discuss this with you as part of the review process.

If your child has an Education, Health and Care Plan (EHCP) there is also a yearly annual review. This is a formal meeting to review the EHCP document and your child's progress as well as parents' and the child's views.

5. What support will there be for my child's overall wellbeing?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that self-esteem is crucial to a child's well-being. We are a caring and understanding community.

The class teacher has overall responsibility for the wellbeing of every child in their class; therefore this is always a parent's first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services. Some initiatives and resources available to support wellbeing include:

- Broad curriculum underpinned by PSHE including Jigsaw and Circle time
- Buddy systems
- Play therapist
- Learning Mentor
- Play leaders
- School Council
- Volunteer Readers
- Safeguarding Team

6. What specialist services are available to the school?

Services in school include:

- Experienced SENDCo
- Specialist Special Educational Need learning support assistants (LSAs) who work with children in class and out of class, 1 to 1 or in small groups
- Play therapist
- Play leaders at lunchtime
- Specialist PE coaching

External agencies include:

- Occupational Therapy
- Physiotherapy
- Speech and language Therapy
- Bristol Autism Team (BAT)
- Educational Psychology
- Child & Adolescent Mental Health (CAMHS)
- Primary Mental Health Specialist (PMHS)
- School Health Nurse Team
- GPs
- Community Paediatricians
- Education Welfare Officer
- Social Services
- Supportive Parents

7. What training have staff* had/are staff having?

- Dyslexia
- Autism training
- Speech and Language programmes
- Occupational Therapy programmes
- Physiotherapy
- Attachment
- ADHD
- Positive Handling
- PSHE
- Emotion coaching
- Wellbeing

*some training may be for all staff, some may be for individuals or groups

8. How will my child be included in activities outside of the classroom, including school trips?

All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. On the rare occasion that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

9. How accessible is the school environment?

The school buildings are fully accessible. Four of our classrooms have direct level access from the outside, the first floor classrooms and library are accessed by lift, and the four classrooms in Willow and Ash buildings have ramped access. Adaptations have been made to suit children with visual impairments and there are facilities for physiotherapy and storage of mobility equipment. There is a

fully equipped disabled toilet with shower and hoist. In the main building, there is a lift from the main ground floor hall down to the foyer, office, medical room and staff areas.

10. How will the school prepare and support my child when joining and transferring from the school?

We provide a detailed and progressive transition programme for children before starting here. We liaise closely with Henleaze Infant School and throughout the year pupils in Y2 have the opportunity to:

- Attend some KS2 performances
- Attend some assemblies, more frequently as the year progresses
- Story time in Y3 classes
- Y3 teachers meet them in their classes in the summer term
- Shuffle Up – pupils in Y2 have a pm session in Y3 class with their new Teacher
- Where children in Year 2 have an EHCP or HNB (High Needs Block) funding further liaison takes place including additional visits where appropriate.

There is an evening meeting for all new parents of Year 3 children in July where there is an opportunity to meet the class teacher and/or the SENDCo to discuss your child's needs. We will be happy to have a further meeting to discuss ways we can support children settling into school. Some children may benefit from enhanced transition where we can arrange additional visits to KS2 or secondary school, picture books, social stories, a transition meeting and additional small group visits can be provided where appropriate.

When your child is due to move to secondary school, we will make links with the school so we can share information.

We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs, outcomes and current provision are discussed.

When children move from one class to another at the end of a school year they will have opportunities to visit their new class and teacher in the summer term. Some children will require enhanced transition which may include photo books, extra visits to the classroom or teacher, pen picture for parents/child to complete or smaller group discussion around transition with the present and new class teacher, LSAs and SENDCo.

11. How are the school's resources allocated and matched to children's special educational needs?

We aim to ensure that all children's needs are met to the best of the school's ability with the funds available. We have an experienced team of Learning Support Assistants who deliver programmes designed to meet groups' or individual children's needs. The school follows a graduated approach to supporting pupils based on their needs.

Where a child's special educational needs are complex and a high level of provision is both appropriate and effective, it may be relevant to apply for funding from the High Needs Block from the Local Authority. The SENDCo leads this process in liaison with the Head Teacher and will continue to work with parents to gather their views.

12. How is the decision made about what type and how much support my child will receive?

The class teacher and SENDCo will discuss the child's needs and what support is appropriate. Different children will require different levels of support. There will be on-going discussions with the parents and the child as part of the plan-do-assess-review cycle.

13. How are parents involved in the education setting? How can I be involved?

We actively encourage parents to be involved in our school community. We have an active parents' association, HENSA who always welcome new members. They arrange many events throughout the year to raise money for the school.

Class teachers welcome parent help for a variety of reasons through the school year, for example, taking guided reading groups, enrichment weeks, sharing expertise and experiences and help with trips.

14. Who can I contact for further information?

The first point of contact is your child's class teacher.

You could also arrange to meet the SENDCo via the school office by calling 01173772444 or email office@henleazejuniorschool.com

Bristol Local Offer (information in one place about what help and support there is in the local area for children and young people with special educational needs or a disability) can be found at <https://www.bristol.gov.uk/web/bristol-local-offer>

15. How do I make a complaint?

If a parent/carer is concerned about SEND provision they should, in the first instance, have discussed concerns with the class teacher. If concerns remain, parents/carers should then contact the SENDCo who will aim to resolve the situation. Sometimes a number of meetings or a period of time may be required to resolve the concern.

Where a parent/carer feels that a situation has not been resolved through regular contact with the class teacher/SENDCo or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Headteacher. This will be treated as an informal complaint and most complaints are normally resolved at this stage. Our complaints policy can be found [here](#).

Appendix 1: Glossary of Terms

SEN Information Report Glossary

A

ADHD (Attention Deficit Hyperactivity Disorder)

A condition that can affect a child's ability to focus, sit still, manage impulses and regulate behaviour.

Annual Review

A formal meeting held once a year for children with an EHCP to review progress, support and future

plans.

Assess, Plan, Do, Review (APDR)

A four-step cycle schools use to support children with SEND:

- **Assess** – Identify the child's needs
- **Plan** – Set targets and decide support
- **Do** – Put support in place
- **Review** – Check progress and adjust support

Attachment

Refers to a child's emotional bond with caregivers. Attachment difficulties can affect behaviour and relationships.

B

Bristol Autism Team (BAT)

A specialist team that supports children with autism in Bristol schools.

Bristol Local Offer

A website providing information about services and support available in Bristol for children and young people with SEND.

C

CAMHS (Child and Adolescent Mental Health Services)

NHS services that support children and young people with emotional or mental health difficulties.

Circle Time

A structured class discussion time where children talk about feelings, relationships and wellbeing.

D

Differentiation

When teachers adapt lessons, tasks or resources so that children of different abilities can access learning.

Dyslexia

A learning difficulty that mainly affects reading, spelling and writing.

E

Educational Psychologist (EP)

A specialist who helps schools understand children's learning, behaviour and emotional needs.

EHCP (Education, Health and Care Plan)

A legal document for children with significant or complex needs. It outlines the child's needs and the support they must receive.

Emotion Coaching

A strategy used by staff to help children understand and manage their emotions.

Education Welfare Officer (EWO)

Supports families and schools to improve attendance and wellbeing.

G

GP (General Practitioner)

Your family doctor.

Graduated Approach

A step-by-step method of increasing support for a child depending on their needs.

H

HNB (High Needs Block)

Funding from the Local Authority to support children with complex or high levels of need.

I

Inclusive Quality First Teaching

High-quality classroom teaching that is adapted to meet the needs of all learners.

Intervention

Extra support or programmes given to help a child make progress in a specific area.

K

KS2 (Key Stage 2)

The part of primary education covering Years 3–6 (ages 7–11).

L

Learning Mentor

A member of staff who supports children's emotional wellbeing and helps them overcome barriers to learning.

LSA (Learning Support Assistant)

A staff member who supports children in class or in small groups.

O

Occupational Therapy (OT)

Support to help children develop practical life skills, fine motor skills (e.g., handwriting) and sensory processing.

P

Physiotherapy

Support to improve movement, coordination and physical development.

Play Therapist

A trained professional who uses play to help children express feelings and work through difficulties.

PMHS (Primary Mental Health Specialist)

A professional who supports children with mild to moderate mental health needs in primary schools.

PSHE (Personal, Social, Health and Economic Education)

A subject that teaches children about wellbeing, relationships, safety and life skills.

Pupil Progress Meetings

Termly meetings where teachers review children's progress and plan support if needed.

S

Safeguarding Team

Staff responsible for keeping children safe and responding to any concerns about welfare.

SEND (Special Educational Needs and Disabilities)

A term used when a child has learning difficulties or disabilities that require additional support.

SENCo (Special Educational Needs and Disabilities Coordinator)

The teacher responsible for overseeing SEND provision in the school.

SEND Support

Extra help given in school for children who need more than usual classroom support but do not have an EHCP.

SEND Support Plan

A written document outlining a child's needs, targets and the support being provided.

SEN Code of Practice

Government guidance for schools and local authorities about supporting children with SEND.

Social Services

Local authority services that support families and protect children's welfare.

Speech and Language Therapy (SaLT)

Support to help children with communication, understanding language, or speech sounds.

T

Teacher Conferencing

One-to-one discussions between a teacher and child to give feedback and set learning targets.

Transition

Support provided when a child moves between classes or schools.
