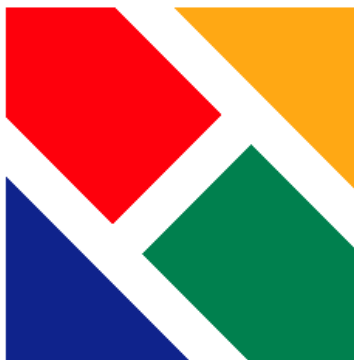




SEND Information Report July 2026

Henleaze Junior School is a 2-form entry school in Years 3 and 5, and 3-form entry in Year 4 and 6.

[The curriculum at Henleaze Junior School will ensure that:](#)

Our children learn to celebrate their unique qualities and those of others and feel they belong to our school, our community, our city of Bristol, our country and the world. Our children are excited to learn, are curious and recognise the awe and wonder around them. Children gain the skills to learn effectively and the confidence needed to express their thoughts, challenges and opinions. They can think creatively to solve problems and meet new challenges with resilience. They have academic ambition and high aspirations for their futures. They have the foundations to grow into responsible, outward looking and generous global citizens, showing respect and empathy for others and our world. Our children have the knowledge, skills and emotional wellbeing to lead happy, healthy lives.

This statement encompasses all aspects of a child not just including their academic ability but also their social and emotional capacity. The school provides opportunities and resources to enhance learning in a way that is accessible to all children, whatever their experiences, to enable their individual and unique outstanding learning. To support our vision statement in ensuring our provision is inclusive for pupils we have resources the school uses through the funding received from the Government, via the Local Authority.

This provision includes:

- A SENDCo (Special Educational Needs and Disabilities Coordinator) shared across the Infant and Junior school.
- A Deputy SENDCO and a LSA who will be taking on the lead for Pastoral Care throughout the school.
- Learning Support Assistants who provide support within the classroom, small group interventions and 1:1 support.
- Staff who have experience in speech and language, autistic spectrum disorder, dyslexia, social and emotional learning, supporting challenging behaviour, reading interventions, social skills programmes and physical development interventions.
- Targeted social skills support during lunch times, e.g. calm club, jigsaw games, a quieter eating space
- Trained staff in the Hamish and Milos programme to support SEMH
- Learning Support Assistants who provide support to specific children with complex special educational needs.
- Liaison with outside agencies including occupational therapy, physiotherapy, school health nursing team, speech and language therapy, North Star Outreach, Primary Mental Health and

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Educational Psychology service (access to these services may be limited according to what each can offer schools. We are also able to access support for individuals from the Bristol Autism Team (BAT).

Referral to the educational psychology service and BAT is limited to those the school deems to be of the highest priority.

Questions from a Parent or Carer's point of view

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

- Class teachers are informally assessing your children constantly through general observations, small group writing activities, group and individual reading, small group maths experiences and just being in and around the classroom. They may adapt activities to suit your child and monitor how your child responds.
- If you think your child may have special educational needs, please speak to your class teacher in the first instance. You can do this at parents' evenings or at other times by asking to meet with them or by sending an email for their attention to the school office.
- If the class teacher becomes concerned, they will talk to you about what they have noticed and may put some additional support in place with the guidance colleagues and SENDCo or Deputy SENDCo. A 'Pupil Passport' may then be created to gather information about your child's needs and what helps them.
- The support may take the form of strategies, resources or an intervention. Not all children who need an intervention or some additional support will have special educational needs.
- We follow a graduated approach monitoring the impact of provision to meet individual needs on an 'Assess-Plan-Do-Review' cycle. (Graduated Response) See Appendix 1
- The SEND team can be contacted via: sen@henleazejuniorschool.org

2. How will Henleaze Junior School support my child?

- Children who are identified as having a special educational need will be supported as much as possible within the classroom with additional support as required. Support may be in the form of resources or intervention.
- The support may be documented on a pupil passport, for classroom or teaching adaptations, or on an outcome plan, which details more specific interventions needed in addition classroom adaptations.
- A team around the child, consisting of the classteacher and any Teaching Assistants will provide the support and review this regularly to ensure progress is being made. Class teachers arrange these review meetings with parents three times a year.
- The SENDCo or Deputy SENDCo may contact specialist agencies for additional support and input into a child's passport or outcome plan, overseeing the provision, with the class teacher who will be the daily point of contact.
- An initial meeting will be set up to explain the process and to ensure that it is a team approach around the child.
- The school has a named governor for SEND (Helen Griffin) who will oversee the provision for children identified as having a special education need. They liaise regularly with the SEND team through face to face meetings, written updates and governor meetings. Information detailing this is on the governor's page of the school website.

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

- All learning experiences are differentiated to the abilities of the children within the class to enable all children to achieve the learning objective. Regular assessments are made by both the class teacher and pupils to ensure progress is being made.

- The learning environment and ethos within the classroom is set up to support children to ask questions and to develop strategies to become an independent learner. This enables the support required to be specific.
- Further adaptation to the curriculum may be needed to meet your child's needs. This is led by class teachers. Teaching assistants may support these adaptations. Our school Inclusion Team, which is the SENDCo, Headteacher, Deputy Headteacher and Deputy SENDCo, may also assist in matching the curriculum to your child's needs.

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?

- We have an open door policy within school which encourages parents to talk regularly with staff to raise concerns as well as to celebrate successes. Feedback from what a child has been doing at home is welcomed.
- We have new parent meetings, year group meetings and curriculum information scheduled throughout the year which encourages parents to learn how we teach children within the school and how this can be supported at home. There is also additional information about our curriculum on the website.
- The parents' evenings are held twice throughout the year with a formal report given to parents at the end of each academic year. Prior to these an 'Open Book Session' is held which gives an opportunity to have a look (alongside your child) at the learning they have been doing and to prepare parents for the more formal review at the parents consultation meeting or written end of year report..
- A child who has been identified as needing additional support will have an alternative, extended time meeting three times a year to review their progress against their specific targets as identified on their outcome plan. This may be at the same time as parents' evenings. Further reviews may be required throughout the year.
- If a concern is raised about a child, a meeting with a follow up date will be arranged to address specific targets which will be supported in school and to suggest ways that this can be followed up at home.
- Children who have an EHCP will have a more formal review annually with the parents, class and SEND teams.

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

- We care for the whole child. We are a Junior school with young children and so our whole ethos is centred on caring for the children and ensuring their emotional, pastoral, medical and social support.
- We have an age-appropriate, attachment aware Behaviour Policy to support the development of a positive ethos and learning environment. This follows on from the Infant school for consistency.
- We have an elected school council which enables children to share their views and contribute to the overall wellbeing of each child.
- Children with specific needs both socially and medically will be supported in whatever way may be required through individual, small group or whole class situations.
- Every child is an individual and we are committed to ensuring all needs are met and listened to.
- A number of our teaching assistants are also trained to use the 'Hamish and Milo' Programme which also offers support for a child's well being and emotional and social health. Our newly appointed Pastoral care lead will also be working with children during transitions, in class and to offer 1:1 and small group interventions.

6. What specialist services and expertise are available at or accessed by Henleaze Infant School?

- We have access to health, therapy and social care services where appropriate.
- We have staff experienced in specific speech and language, fine and gross motor control strategies.
- Access to services is on a referral basis and will be accessed in agreement with the SENDCo, Class teacher and parents.

- Educational outside agencies include: Educational Psychology and the Bristol Autism Team. Access to these services is limited and will be prioritised by the SENDCo and Headteacher with an overview of the needs in our setting.
- Specialist health services with whom we work include Speech and Language Therapy (SaLT); Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); North Star Behaviour Outreach Team (NSO), other health professionals.
- We work with First Response, Early Help, Social Services and the Community Police
- Within the school there are trained first aiders and those trained to administer medication.

7. What training are the staff supporting children and young people with SEND had or are having?

- We regularly invest time and money in training our staff to improve our universal offer for all pupils, and to develop enhanced skills and knowledge to deliver SEN support through short-term support interventions as well as individualised support. This includes programmes such as Unlocking Letters and Sounds precision teaching (phonics and Reading), Number Sense, Time to Talk, Team Teach, Hearing Impairment and working with those with specific medical conditions (as appropriate). The Hamish and Milo programme will also be used this year.
- Classrooms are planned to be a communication-friendly environment where visuals and predictable routines support children, including those who have an Autistic Spectrum Condition (ASC). The classrooms use consistent visuals and the environments are uncluttered to support a reduced cognitive load.
- Our SENDCo is a qualified and experienced teacher, who receives ongoing SEN training in specific areas.
- All our teachers hold qualified teacher status and all staff members receive regular training to best support our pupils with SEND, for example in autism, speech and language needs and social and emotional needs.

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

- All children have the opportunity to attend learning experiences both in and outside of the classroom. This includes 2 residentials (Year 5 and 6) and swimming lessons in Y3.
- Our SEND and Accessibility Policies promote involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.
- Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.
- Learning experiences based outside of the classroom will have specific requirements that are being met in order for all children within the class to take part.
- Parents will be invited on the activity/trip (as the opportunity is given to all parents) and resources will be put in place in order to be inclusive.

9. How accessible is Henleaze Junior School?

- The building is fully wheelchair accessible with lifts available to aid access to differing levels within the school.
- All specialised SEND equipment is stored securely within the school.
- Children have Personal Evacuation and Emergency Plans (PEEPs) where appropriate.
- Improvements have been made to the environment to ensure it is visually accessible.
- There are disabled changing and toilet facilities, with an installed hoist and table changing facility.
- Information can be provided in different languages and translators in attendance at meetings if required.

- Outside agencies support the school to audit the environment to meet specific needs, e.g. Hearing Impairment Team.
- Our accessibility plan can be found here on our main policies page of the website. [Link here](#)

10. How will Henleaze Junior School prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?

- 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 and have Story time in Y3 classes.
- Y3 teachers meet the children in their classes in the summer term
- Shuffle Up – pupils in Y2 have a session in their Y3 class with their new Teacher in the summer term
- Visits to the Infant school by staff and by children in Year 2 to the Juniors. Some children will receive enhanced transition times to help the build up to starting the Junior school in a way that is accessible to all children.
- Discussions can be held with the class teacher as to what/how this can be managed specific to the needs of a child with SEND. SENDCo or Deputy SENDCo will also be involved in individual meetings if necessary.
- Most children leave the Infant school to enter this partner Junior School. There is a good relationship between the schools and specific transition arrangements will be put in place for those with SEND. Although the Junior School will be aware of your child early on within their schooling, a specific initial transition meeting will be held in the spring before your child is due to transfer in the Autumn. The Infant SEND team works closely with the Junior school and starts transition planning and meetings as early as possible. Our SENDCo works across both schools, further supporting transition. This is for all children with enhanced transition who have school support provision or an EHCP.
- 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/Deputy 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 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 at this point too, 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/Deputy SENDCo.
- 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.

11. How are Henleaze Infant School's resources allocated and matched to children's special educational needs?

- Our finances are monitored and audited regularly, both internally by the Leadership Team, School Finance Assistant, Governors Resources Committee, Amplify Trust Finances Team and externally via the Local Authority Auditing Team and Finance Officer. We utilise resources to develop our overall SEND provision as well as individual learner needs. This year we will also be in receipt of the new IMF additional funding for SEND.
- Funding is specific to each school and a contribution may be awarded towards provision for individual children depending on their specific education needs.
- The budget is allocated on a needs basis relative to the intake of the school.

- 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 and do not need to wait for formal diagnosis. 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.
- If an EHCP is assigned to an individual child this may also bring some additional funding for their provision. Funding is not always awarded to an EHCP.

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

- Monitoring of academic and social-emotional progress will be made following our graduated approach.
- The parents are at the heart of the process and will have access to support where appropriate.
- Quality First Teaching and Inclusive Practice is clearly defined in our setting and we expect all staff to deliver this.
- Should additional support be required, this is undertaken after consultation with the relevant staff, outside agencies where appropriate, the learner and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENDCo oversees all additional support and regularly shares updates with the Named Governor for SEND and Inclusion.
- If a concern is raised about a child's progress, advice will be sought from the SENDCo and it will be raised with parents. If appropriate a Pupil Passport or Outcome Plan will be drawn up between the teacher, SEND team and any outside agencies in consultation with parents.
- If progress is still not at an expected rate, a meeting will then be arranged by the class teacher which will include the parents, class teacher and possibly SENDCo or other staff who may work with the child to talk about other strategies that could be put in place (including access to outside agencies).
- If progress is still not at an expected rate, a meeting will then be arranged by the class teacher which will include the parents, class teacher and possibly SENDCo/Deputy SENDCo or other staff who may work with the child to talk about other strategies that could be put in place (including access to outside agencies).
- A review meeting will be set up by the class teacher to make the targets time specific.
- The SENDCo and Deputy SENDCo will have the overview of what happens day to day and will coordinate the support.
- The class teacher will have day to day contact with the children and monitor progress. This will be reported to both the parents and SENDCo.

13. How are parents involved at Henleaze Infant School? How can I be involved?

- The school warmly welcomes parental involvement.
- All parents have opportunities to be involved in the school. This could be through becoming a Parent Governor, Parent Class Rep, a member of the Parent Teacher Governor Group, being involved in a HENSA (PTA) event to raise funds for the school, or by being a parent helper in school (a reading support) or on a trip.
- An annual parent survey is used to obtain parent view to inform future actions

14. Who can I contact for further information?

- You can ask your class teacher or contact the SENDCo through the school email system.
- Information regarding the Local Authority's Local offer and support for children with Special Education Needs can be found on their website www.bristol.gov.uk/web/bristol-local-offer

This website has many links to other organisations to support children with a range of needs.

- You can also contact SAY, 'SEND and You'

Follow this link to their website:

<https://www.bristol.gov.uk/bristol-local-offer/advice-and-support/advice-and-support-for-parents-and-carers>

They run free SEND courses and workshops for young people, parents and carers and also offer support groups and 'surgeries' in local areas.

- We also hold coffee mornings in school, 3 times a year where representatives from the school nurse services ([Sirona care and Health](#)) and [Bristol Parent Carers](#) are available for you.

15. How do I make a complaint?

If a parent/carers 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/carers 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.

Where no satisfactory resolution has been found or any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office or on the school's website by following the link below.

[A link to our complaints policy can be found here](#)

[Appendix 1: Henleaze Schools Graduated Response](#)

[Appendix 2: School Core Offer and Additional Send Support](#)

[Appendix 3: Glossary](#)