

# SEND Information Report 2025



## Hartford Junior School

### Our commitment to children with SEND

At **Hartford Junior School** we are fully committed to **inclusion**. We want all pupils to be fully involved in every aspect of school life, including lessons, activities, trips, experiences and after school clubs. We always strive to remove potential barriers to success.

We have **high aspirations** for SEND children and want them to become independent, engaged learners who have high self-esteem. Staff consistently work to ensure children's needs are catered for in all aspects of school life.

We work with parents and other settings before children join us and as they transition to their next school.

Hartford Junior School go above and beyond to support the children and are always looking for more ways and means to do so.



### What is a Special Educational Need?

- A child has a SEN if they have a learning difficulty or disability which calls for additional or different educational provision.
- This may mean that s/he has a significantly greater difficulty in learning than others of the same age.

### What is a disability?

- Some children who have SEN *may* also have a disability. This is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities (long term is defined as a year or more).
- This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as diabetes, epilepsy or cancer.
- Schools have a legal requirement to meet the needs of children with medical needs. At Hartford Junior School, this is done using an individualised plan.
- We are committed to preventing disabled children being treated less favourably than other pupils which begins at admission.
- Not all SEN children have disabilities.

## What are the areas of Special Educational Need and Disabilities (SEND)?

**Types of SEND – The SEND Code of Practice (2015) outlines four Broad Areas of Need.**

**At Hartford Junior School we provide for all areas.**

### **Communication and Interaction**

Children with **speech, language and communication** needs have difficulties in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

**Autistic Spectrum Condition** (ASC) comes under this area of need. Children with ASC are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and Learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate, severe and profound learning difficulties. Specific learning difficulties affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and Mental Health**

Children may experience a wide range of **social and emotional** difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or Physical Needs**

Some children have a disability. Many children with vision impairment, hearing impairment or a multi-sensory impairment will require support and/or equipment to access their learning.

### How does the school know if my child needs extra support or has SEND?

We may already know that your child needs extra support, or has a SEND, for example;

- If your child has come from Hartford Infant School or a previous school which has passed on information to us.
- If you have shared information with outside agencies with us.

It may be that we identify the SEND ourselves. Children are regularly assessed, teachers would notice, and act, if a pupil is not making expected progress. This may highlight that the pupil needs additional support. If this happens, we have clear paths to follow and intervention can happen at each stage. A child will move through the steps if progress cannot be seen.

- The teacher will discuss the concern with the parent/guardian and will agree a plan of targeted support.
- The teacher will raise a concern with the Special Educational Needs and Disabilities Co-ordinator (SENDCo).
- The SENDCo may follow this up with an observation or further assessment. The SENDCo and teacher will decide upon a course of action (e.g. small group intervention, different strategies or additional resources). Parents/Carers will be involved and informed.
- This may mean that the pupil requires an individual plan.
- If, after a period, we find that this course of action is not making an impact on the pupil's learning, behaviour or wellbeing then we may, with parental consent and involvement, make a referral to an outside agency such as a Specialist Teacher or Educational Psychologist.

### How is my child's learning tracked, assessed and recorded?

All children are included in our assessment and tracking throughout the year. They are tracked against their **baseline**.

We keep a SEND register of children receiving additional and or differentiated support.

Teachers keep track of children's progress and present this to the phase leads as Pupil Progress every other week.

Children with a SEND need have an **Individual Plan**. These contain important information about them including targets and provision in place. These are updated each term and are shared with parents, as parental voice is an important aspect of planning. The plans follow the **graduated approach** to intervention (see appendix 1) through an '**Assess, Plan, Do, Review**' cycle.

Children with an **EHCP** (Education, Health and Care Plan) will have all the above as well as an **annual review**, where all professionals supporting the pupil are invited to discuss and review their progress.



Communication is good between me and the school – everyone replies promptly.

### What support might your child receive?

It is important that ALL children have high quality teaching. Children at Hartford Junior School are catered for in carefully planned for groups/classes. This means teaching can be tailored to individual needs.

If a child needs additional support, we will implement intervention groups and additional resources. These groups can focus upon any area of the curriculum, social or physical skills.

It may be that a SEND pupil needs focussed one to one time, to support them with a specific target or area of need. This support will be with a teacher, teaching assistant or outside agency professional.

Interventions are intended to enhance children's learning and increase their progress. Bearing this in mind, it is important to us that children do not miss out on high quality teaching in Maths and English, so children are not usually taken out of class during this time.

Our interventions are not necessarily just for academic difficulties. We know that there are social and emotional special needs, and we aim to tailor learning to address the overall well-being of the children. We are mindful of bullying linked to SEND and work rigorously to prevent this.

Some children need specialist equipment. We work closely with outside agencies to source and implement the use of this.

### How are children involved in decisions around SEN support?

We involve children in the planning of support (in an age appropriate manner). We talk with children about their work and wellbeing. They are involved in the creation of their **Individual Plan**. We recognise the significance of pupil voice. When children feel involved, they learn to recognise their own barriers and work with us to remove these. We work hard to help children recognise and celebrate their successes.

### Who are the staff that might support my child?

Your child's **Class Teacher**, who will be your first point of call.

**Teaching Assistants** provide support in class, in intervention groups and on a one to one basis.

**The SENDCo** (Special Educational Needs Co-ordinator) who is responsible for the overall monitoring of education for children with special needs and ensuring that the SEN policy is implemented.

The **Headteacher** who is responsible for the overall learning of all pupils.

**Specialist Support Staff** who are from outside agencies who work in partnership with school staff.

### Staff Training

- We ensure we have a **well-trained staff** able to meet the needs of children with SEND.
- Staff are trained to adapt our broad and balanced curriculum to meet individual or group needs.
- Training is arranged depending on the needs of the children currently on roll.
- All staff attend courses aimed at improving knowledge of specific needs and improving support for the children.
- If a child has a specific conditions or medical need training is arranged. We work closely with parents/guardians.
- The SENDCo keeps up to date with developments through local and national meetings and training.
- We work closely with medical professionals to write medical **Health Care Plans** and where appropriate risk assessments.
- Key staff are trained to provide personal care discretely and with dignity fostering independence wherever possible.
- Staff have mental health training which is regularly reviewed and updated.

### What other information will be useful?

Our SEN policy is on the school website. **Cambridgeshire County Council** have a **Local Offer**. This is a “front door” to information about education, health and social care.

### What information is included in the Local Offer?

Through the web pages in the SEND section you can find:

- How educational settings support children with SEND
- Information about health services
- Information about specialist support services
- Information on the Education, Health and Care Assessment and plans
- Information on school transport
- Information about how schools are funded to support children with SEND
- Resources and guides

**Here is the link:** <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

Cambridgeshire also have a **Parent Partnership Service**. They are there to offer impartial and confidential information and advice to parents of children with SEND. [www.pinpoint-cambs.org.uk](http://www.pinpoint-cambs.org.uk)

### Is the school accessible for my child?

**Hartford Junior School** is all on two levels. We are always willing to make adaptations for children with specific difficulties. We take advice from the Occupational Therapists and other services where appropriate.

We have an accessibility plan which is part of the **Accessibility Policy**, this is available on the website.

## Working in Partnership with Parents

At Hartford Junior School, we believe children progress when **home and school** work together as **partners**. Parents are invited to be fully involved in the planning and evaluation of their child's provision. We value working with parents, as they can provide an insight into their child's development.

We invite new parents in to visit us. If your child has a SEND, you can meet with the SENDCo prior to your child starting. We also arrange visit days for children to help with transition, for a child with SEND these are personalised.

The SENDCo will gather parental views to inform future practice. There will also be opportunities for parents to meet with the SENDCo, as part of a SEND forum. Parents are invited into meet with staff to review progress on at least a termly basis. If outside agencies come into school, where possible, parents are invited in to meet with them. Parents are welcome to book an appointment with the class teachers or SENDCO if they would like advice or to raise a concern.

## Evaluating the Effectiveness of SEND provision

The Leadership Team hold fortnightly Pupil Progress meetings to discuss progress with teachers. The SENDCo reports regularly to the Governors and progress is also overseen by the Local Authority. All interventions are monitored to ensure that extended outcomes are met.

### Enquiries

If you think that your child has SEN please speak to your child's teacher in the first instance, they will have the best knowledge of your child and will be able to answer your questions.

Please feel free to contact the SENDCo, **Miss Deaves**, if you have any further enquires. The school office staff can book you an appointment with her.

I find the special educational need provision very accessible.



There are strong individual plans and relations build with staff.

### Provision for Children with SEN

At **Hartford Junior School** we have experience of supporting children with a wide range of SEND and medical needs. These include **Autistic Spectrum Condition (ASC)**, **Visual impairments**, **Dyslexic Traits**, **Speech and Language Conditions**, **Diabetes**, **Epilepsy** and **Emotional Challenges** such as **ADHD**.

We have access to a range of supporting agencies and Family Support. If a child's rate of progress stops or slows down, we may open an **Early Help Assessment (EHA)** and request support from the most appropriate outside agencies.

We have a disabled toilet hygiene room with an electronic hoist. We remove barriers to learning by making reasonable adjustments to provision. An example is a Learning Station with a visual timetable and ear defenders.

In class we support our children via resources, scaffolding tasks and different levels of adult support. We also provide environments to work in when the classroom can be too much.

Interventions are carefully monitored to ensure children make progress against their expected outcomes. The use of these are closely monitored by school and parents/guardians will be involved in planning and evaluation of next steps.

### Background Information

We are a part of the Cam Academy Trust. We are a **Junior** school with capacity for 240 children aged 7-11 years with two forms per year group.

We aim to ensure that all children in school are encouraged, valued and accepted equally, regardless of their ability or behavioural needs. **Hartford Junior School** prides itself on its inclusive nature. The school has a high number a staff who have a wealth of experience in successfully supporting children with a range of sometimes complex needs.

### Data

Currently at **Hartford Junior School** we have 7.4% of children with an Education and Health Care Plan (EHCP) (compared to 4.8% of pupils nationally). A further 11.1% of children with an identified SEN need (compared to 13.6% of all pupils nationally).

## Appendix 1 – Graduated response to SEND

<b>Universal provision for ALL pupils</b>	<b>Targeted support for some pupils identified as needing help to achieve good progress</b>	<b>Personalised provision for pupils with Special Educational Needs or Disabilities</b>
<p><b>High Quality First Teaching</b>, including; high expectations of work to match the needs of <b>ALL</b> learners; dyslexic friendly classrooms; multi-sensory approaches; appropriate use of ICT; clear behaviour policy and accurate assessment and effective feedback. Training in special educational needs is ongoing and as required.</p> <p><b>Termly Assessments and Pupil Progress Meetings</b> ensures high expectations for all, identifies those in need of targeted support and ensures resources are effectively deployed.</p> <p><b>Communication with parents / carers</b>, including regular teacher accessibility; parent consultations and annual reports.</p> <p><b>Involvement &amp; inclusion of learners</b>, through engaging learning contexts; explicit learning about learning; encouragement of pupil voice</p> <p><b><u>Key point: all teachers plan lessons and activities to support all learners</u></b></p>	<p><b>In-class support</b>, given by teacher or teaching assistant during specific lessons.</p> <p><b>Intervention groups</b> Interventions are put in place to meet the child’s needs. Examples of intervention groups are:</p> <ul style="list-style-type: none"> <li>- Sensory Circuits</li> <li>- Talking Partners</li> <li>- Daily reading</li> <li>- Social skills</li> <li>- ERT</li> </ul> <p>Usually led by a Teaching Assistant, the class teacher or SENDCo where appropriate, with the aim of making accelerated progress over a set amount of time. The impact of these interventions is closely monitored through the termly Intervention Records.</p> <p><b><u>Key point: extra help will be planned by teachers and children will attend small group sessions to help them</u></b></p>	<p>We aim to remove barriers to learning and ensure children participate in mainstream education.</p> <p><b>SENDCO:</b> Miss Deaves has dedicated time for the monitoring, liaison and administration of SEND provision.</p> <p><b>Specialist Agencies:</b> e.g., Specialist Teaching Team, Speech and Language Therapist, Educational Psychologist, Occupational Health, Physiotherapist, Family Support Worker, Visually Impaired Team and Hearing Support Team, School Doctor and CAMHS. This may take some time, roughly between 2 and 5 months. Specialists will come and observe a child, speak to staff/parents and then write a report with recommendations.</p> <p><b>The additional involvement of parents/carers</b>, in identifying, meeting and reviewing the needs of their child(ren). This involvement may be meeting with the class teacher, attending an annual person-centred review meeting or creating an Early Help Assessment (EHA) with the SENDCO or attending a Team Around the Child/Family (TAC/F) meeting. Appointments with the SENDCO are available to book at the school office, or by email.</p> <p><b>Pupil Passports</b> may be written with parents and the child to specify which areas children struggle with, what their preferred learning style is and their interests. This is to ensure all staff have access to relevant information about each child and are written with parents. These also contain recommendations from outside agencies.</p> <p><b>Education, Health &amp; Care Plans</b> in line with the SEND Code of Practice 2014 and Equality Act 2010 an EHC Plan is created alongside the pupil, parents and professionals. It details the specific strategies, support, resources and targets in place for the child and is reviewed annually through a person centre review meeting.</p> <p><b><u>Key point: we will work with you and professionals to support your child in the best way possible</u></b></p>