

HERNE BAY JUNIOR SCHOOL

Special Educational Needs and Disabilities (SEND) Information Report



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SEND Information Report

Dear parents and carers of children at Herne Bay Junior School,

The aim of this Information Report is to explain how we implement our SEND policy. We want to show you how SEND support works in our school for your child.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



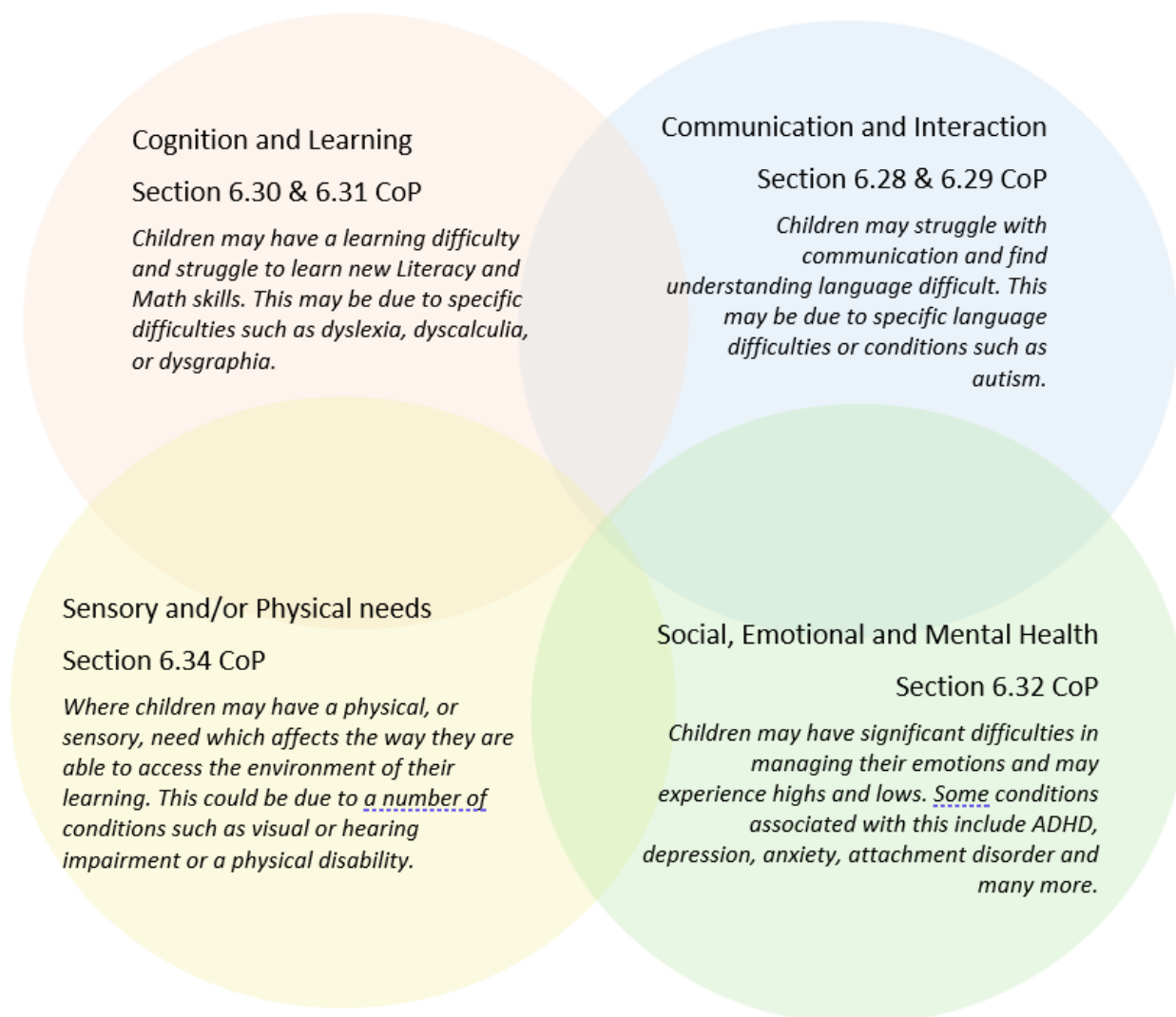
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website using this link: [Policies |](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Herne Bay Junior School provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child. More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below). [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

2. Which staff will support my child, and what are their key responsibilities?

At Herne Bay Junior School, all staff needs of pupils with SEND. Our training to ensure that they have range of pupil needs.



are considered responsible for supporting the staff are committed to regular, high-quality the knowledge and skills to better meet a wide

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Sammy Black

Sammy has been in role since 2019. Prior to this role, Sammy worked as a class teacher in Years 3 and 5 here at HBJS, in Canterbury and in Peckham, SE London. Sammy qualified as a teacher in 2010 and successfully completed the National Award for SEN coordination, (NASENCO) in 2020.

The SEN Team also includes Tracey Hewitt, SENCO Assistant and Caroline Gower, Relational Mentor. The team work closely with children and their families.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

The focus of training in the last year has revolved around children's Mental Health and Wellbeing. This includes adopting a Thrive approach to supporting learners.

Further training has included collaboration to update the Relational Policy.

Teaching assistants (TAs)

We have a team of 21 TAs who are trained to deliver SEN provision and support.

Our teaching assistants are trained to deliver interventions such as Read Write Inc (for learning of phonics), Numbersense (catch up maths program), Understanding Autism, Volcano in my Tummy, Handwriting, BBC Dance Mat, Sensory Circuit and Speech and Language programs for individual children.

In the last academic year, the TAs have been receiving training in:

- The Thrive Approach
- Scaffolding a learner's task
- Developing independence
- Adaptive approaches to learning
- Questioning and question types
- Numbersense Times Tables
- Times Tables Rock Stars
- Reflective learning

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

➤ Child and adolescent mental health services (CAMHS)

➤ Emotional Wellbeing Team (NHS)

➤ Education welfare officers

➤ Educational psychologists

➤ GPs or paediatricians

➤ NELFT practitioners

➤ Occupational therapists

➤ Therapeutic practitioners

➤ Behaviour coaches

➤ Safeguarding services

➤ School Liaison Officer

➤ School nurses

➤ SEND Inclusion Advisor, Teresa Dowling

➤ Specialist Teaching and Learning Service

➤ Speech and language therapists



3. What should I do if I think my child has SEND?

<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the class teacher in the first instance. You are able to speak to them at the end of the day when they bring the class out. Use this time to ask for a phone call or in person meeting.</p> <p>This may lead you to seek support from Sammy Black, SENCO or Tracey Hewitt, the SENCO Assistant. Every week they host SEN Surgery where you can discuss your thoughts, concerns and observations of your child in more detail.</p> <p>To contact your child's class teacher or the SEN Team, call the school office on 01227 374608</p>
<p>Phase 2</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
<p>Phase 4</p>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>

4. What happens if the school identifies a need?

Regular discussions occur in school about individual children and their needs. These might be in a more formal Pupil Progress Review meeting or as a corridor conversation between the class teacher and SENCO. If a need is identified for your child, you will be notified by their class teacher or a member of the SEN Team. For some children, this will mean a referral for an assessment. The SEN Team will support parents in accessing this and teachers are heavily involved in providing evidence if needed. A referral is not always needed. Teachers have a wealth of tools to support children and can refer to the Mainstream Core Standards for further guidance. A discussion of how their needs will be met will subsequently be recorded on a Provision Map. The Provision Map is reviewed and updated three times a year. This is shared with parents at the end of each seasonal term.

All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach.



5. How will the school measure my child's progress?

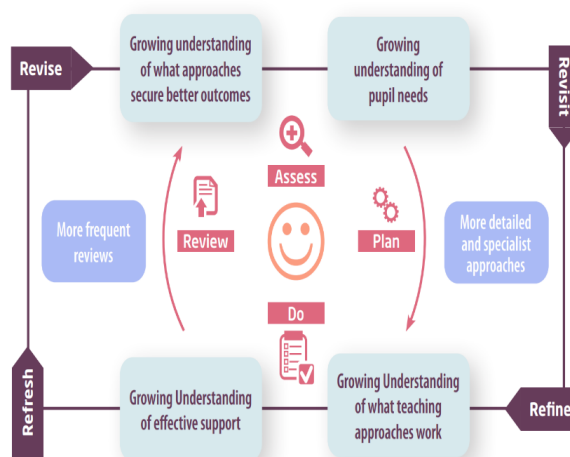
Teachers use several forms of assessment:

- Assessment for Learning (Formative Assessment) as part of their daily practice to determine your child's understanding of a new concept. This is through questioning in the classroom and your child's work in books.
- Star Assessment (Summative Assessment) which are online tests for Maths and Reading used x6/year.
- Writing Assessments occur more frequently and occasionally include unsupported writing tasks.
- Impact of interventions. Progress of your child towards their targets is reviewed every seasonal term.

Data from assessments is reviewed by Sammy Black, SENCO and the Assistant Headteacher, Ashley Thomas. Monitoring and support of Teachers occurs in Pupil Progress Review meetings.

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide two written reports on your child's progress per year.

Parents Evenings occur twice a year.

Sharing of Provision Maps for children on the SEN Register or with an EHCP occurs three times a year.

Additional opportunities are available to discuss with the class teacher. In these meetings we aim to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.



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We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. The SEN Surgery diary runs through the whole year.

If you have concerns that arise between these meetings, please contact your child's class teacher in the first instance. Or call the school office to book a SEN Surgery slot with the SEN Team.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views when reviewing their EHCP or PSP by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching and use of the Mainstream Core Standards [Mainstream Core Standards guide for parents](#) are our first steps in responding to your child's needs and ensuring they are able to access the curriculum, our Accessibility Policy can be found here [Policies](#) | We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance. We will adapt our approaches to how we teach to suit the way the pupil works best.

These adaptations may include:

➤ Dyslexia friendly classrooms



➤ Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



➤ Adapting our resources and staffing



➤ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



➤ Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



➤ Scaffolding lesson materials

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We may also provide the following interventions:

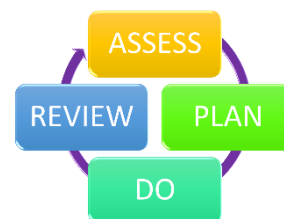
- Language Link /Language for learning Intervention groups
- Speech and Language
- Additional Read Write Inc Phonics support small group
- 1:1 Reading
- Clever hands/Fizzy
- Sensory Circuits
- Handwriting
- Social /Communication Skills intervention group
- Understanding Autism
- Volcano in my Tummy
- Nurture Groups
- Thrive
- Mindfulness tasks
- Pet therapy
- Social skills-Playground
- Social Skills-intervention
- Meet and greet/end of day handover
- Toe-by-toe reading program
- BBC dance mat-typing
- Counselling
- Play therapy
- Time to talk
- Brain Breaks
- Movement Breaks
- Precision Teaching: spellings, tables, HFW, bonds, handwriting
- Number Sense Maths / Numberstacks maths
- Word Building
- Pre-teach-vocab

These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards the targets on their Provision Maps
- Using pupil feedback
- Monitoring by the SENCO
- Reviewing evidence of application of new skills in exercise books
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

The expectation is that all schools provide pupils. It may be necessary for some pupils in addition to a broad and balanced



an inclusive provision for all to receive interventions in curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to PGL

All pupils are encouraged to take part in special days at school such as Sports Day, Summer Fair, Church Services and topic specific workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At HBJS, we want to ensure that all some pupils with SEND or a disability, need to take place to ensure the



children are welcomed. For additional arrangements may school is able to meet their needs. This is undertaken on an individual needs basis and made bespoke to the pupil. for

Herne Bay Junior School Admissions Policy can be found here: [Policies |](#)

For pupils with an EHCP, Section I named as Herne Bay Junior School, Sammy Black, SENCO, will hold additional meetings with families to ensure the provision on the plan is prepared for and in place ready for a pupil's start. Provision listed on the plan will be written into a Provision Map. Meetings and visits to support a child in feeling confident about their start at Herne Bay Juniors will be arranged.

13. How does the school support pupils with disabilities?



You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. At Herne Bay Junior School, we seek to treat each child with a disability with a bespoke approach. This is arranged and managed between the Medical Officer, Jenny Botzet and/or Sammy Black, SENCO.

Accessibility Policy: [Policies |](#)

14. How will the school support my child's mental health and emotional and social development?

At Herne Bay Junior School, we have been heavily invested in the mental health and wellbeing of our pupils for many years. Mrs Edwards, our Director of Mental Health and Wellbeing leads in this and has been developing the school's provision. We are a Thrive school and provide children with opportunities to access 'Stage not age' levelled activities with our Lead Thrive Practitioner, Mrs Parsons. More information can be found here: [Mental Health & Wellbeing |](#)

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of clubs to promote teamwork/building friendships
- Additional provision is available for pupils who find parts of the school day more tricky.

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by addressing issues in a timely manner and following the processes outlined in our Bullying Policy.

15. What support is in place for looked-after and previously looked-after children with SEND?



Sammy Black, SENCO, is the Designated Teacher for children in foster care (LAC) or previously looked after children (PLAC). Sammy works closely with class teachers who have LAC or PLAC pupils to ensure they understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another. Additional funding for LAC pupils is used to fund access to out of school provision, tutoring and additional support out of school hours.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Transition between year groups can be a frightening time for young people. At HBJS, we want to ensure that children feel confident and happy when they transition to a new class. Organised visits and activities with the adults they'll be working with primarily take place in T6. However, for some pupils, the process begins earlier with more frequent visits to the new year group classrooms and areas to allow more time for familiarisation. There is a thorough handover between class teachers, TAs and with Sammy Black to ensure all provision continues and information about your child is shared in a sensitive manner.

Between years

To help pupils with SEND be prepared for a new school year we:



term

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule visits with the incoming teacher towards the end of the summer

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. There will often be additional phone calls and sharing of information between the school's SENCOs to ensure your child has the best start when arriving or leaving HBJS.

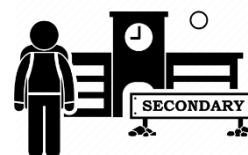
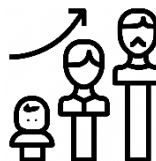
When heading to secondary school

There is a SEND Transition event organised each year that Sammy Black attends. At this event, key information about children is shared with the secondary school they are moving to. In addition, class teachers also complete a Transition document that is sent to the child's new school.

The SENCOs or Year 7 Leads of the secondary schools will come into our school to meet the pupils moving to them. For some, there may be a meeting with Sammy Black or the class teacher. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Attending small group Transition interventions
- Attending additional visits to their new school
- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge



17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We hold SEN Surgery every Monday afternoon and will be happy to book you in for protected discussion time. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kent County council's Local Offer: [Special educational needs and disabilities \(SEND\) - Kent County Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: [Information, Advice and Support Kent \(IASK\) - Kent County Council](#)

Local charities that offer information and support to families of pupils with SEND include the Council for Disabled children: [Kent](#)

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

We want to work together to support your child. We would always be open to discussing your concerns and encourage you to speak in the first instance to your child's class teacher or to the SENCO.

Complaints about SEND provision in our school should be made to the Head Teacher, Mrs Wilkinson in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission



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- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. [Search - KELSI](#) Provides further information on Mediation in Kent.

9. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*

- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil



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- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

