

## Hobletts Manor Juniors School Special Educational Needs and Disabilities (SEND) Information Report

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

At Hobletts Manor Junior School the attainment and progress of all pupils is monitored continuously. Teachers use a combination of formal and informal assessment methods and work is adapted to meet the needs of individual children who may need additional support or those who need additional challenge. Children falling behind age-related expectations will usually be identified through termly pupil progress meetings or through regular review meetings between class teachers and the Inclusion Co-ordinator (INCo). These children will be highlighted to all adults working with them. Staff will talk with pupils about any areas of difficulty children may have identified. High quality precision teaching targeted at the areas of weakness will be put in place and the child's progress monitored over time. Carers will be informed of this at family consultations or earlier if appropriate. If progress continues to be less than expected it may be necessary to put in place additional support and complete a more thorough assessment of a child's needs. This will be supported by the INCo and includes the views of the carers and child concerned. If the child has significantly greater difficulty in learning than the majority of children of the same age or a disability that hinders them from accessing classroom teaching provided for similar aged children then the child will be recorded as having Special Educational Needs (SEND). Carers will be informed and involved throughout this process. Carers' views can be recorded on a pupil's 'Learning Profile\*' sheet. (\*These one-page summaries outline the following: *How I learn best, What I find difficult, What I am proud of, Things that help me learn, My goals*). Carers who are concerned that their child may have Special Educational Needs should in the first case talk to their child's class teacher.

Some children may have Special Needs already identified prior to their entry to the school.

### **2. How will school staff support my child?**

If a child has been identified as making less than expected progress the first response is high quality precision teaching targeted at their areas of weakness. If progress continues to be less than expected it may be necessary for the teacher to organise additional support or targeted intervention. This support could be adjustments within the class, or extra group or individual support led by a trained adult. This will usually take place within the classroom as part of the lesson to maximize the impact. Interventions can range from a short daily session to longer, less frequent sessions a week depending on the need of each child. It is the teacher's responsibility to provide for children with SEND in his/her class. Where the interventions involve teaching away from the main class the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching. The INCo provides advice, monitoring, and links

with outside agencies. There is a school governor for SEND who oversees the school's work with SEND and ensures the quality of provision is regularly monitored.

### **3. How will I know how my child is doing?**

Pupils identified as having special educational needs will have a written SEND Support Plan. This outlines short-term steps to improve outcomes. The SEND Support Plan will outline any assessments, targets and support necessary to help achieve the desired outcomes. This is part of the "assess, plan, do, review cycle." The support plan will be written at least termly and reviewed in consultation with carers. Support is monitored closely by both class teacher and INCo and regularly modified. Most interventions take place between 8 weeks and 2 terms and progress is reported back to carers at family consultations or through SEND review meetings. Staff are able to offer more frequent feedback if carers feel this is useful.

Additional support or intervention is listed on a termly Provision Map and our Intervention Tracker which is produced for each year group. The Provision Map lists the duration of any support and any additional staff who deliver support.

The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by OFSTED.

### **4. How will the learning and development provision be matched to my child's needs?**

An assessment takes place which draws on the teacher's knowledge and experience of the child, their previous progress and attainment, their development in comparison to their peers and the views of carers and the pupil. This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is put in place. Children are consulted through the whole process and are key to decisions about what support is needed and what they think will work best. Key information is recorded on Pupil Learning Profile documents and on the SEND Support Plan.

### **5. What support will there be for my child's overall well being?**

Some children may have social, emotional or mental health needs which may form barriers to their learning, confidence or well-being. A range of individual and group support is used to support children experiencing difficulties in these areas.

Parent Partners are available at the beginning of every day to help settle any anxious or upset children and, if necessary, support transition into class. 'Sunshine Club' is a supportive, nurturing group which runs at break and lunch daily to offer shared activities and the opportunity to talk through any problems or worries, develop social skills and make new friends.

We have one Emotional Literacy Support Assistant (ELSA), a member of staff trained and supervised by Hertfordshire Educational Psychologists, who works with small groups and individuals to help pupils build resilience, emotional literacy and coping mechanisms.

Other provision which may be used includes Protective Behaviours, Social Stories, 'Drawing and Talking,' 'Lego Based Therapy,' Achievement Books, social skills and friendship groups.

All staff are trained to use the Therapeutic Thinking approach. A range of tools, such as anxiety mapping, can be used to identify areas of concern or difficulty and to plan adaptations to help prevent and progress behaviour.

The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3> (supporting-pupils-at-school-with-medical-conditions). The school nurse team works together with carers and staff to help meet a child's health needs.

It may be appropriate to seek specialist support from external agencies such as Educational Psychologists, Dacorum Education Support Centre (DESC), Speech and Language Therapy (SALT) or Child and Adolescent Mental Health Services (CAMHS). Other options could involve assembling a multi-professional group or 'Team Around the Family' to support the whole family in meeting a child's needs. Any such referral would be with the prior consent of carers.

## **6. What specialist services and expertise are available at or accessed by the school?**

The school has links to an Educational Psychologist, Speech Therapist, Specialist teachers, Advisory Teacher for Communication Disorders (including autism) and a school nurse team to whom they can directly refer to for advice. The school nurse is able to support referrals to different health services. The school can also access outreach services such as Dacorum Education Support Centre <https://www.desc.herts.sch.uk> and advice from local Specialist SEN Schools such as Woodfield School.

The school has a linked NHS Mental Health Support Team Practitioner who works in school every Wednesday.

## **7. What training have the staff, supporting children with SEND, had or are having?**

Staff have undergone training in different areas of SEND to develop skills and expertise in a wide range of SEND. All staff have received Attachment and Trauma Aware training. Staff are trained in Hertfordshire Therapeutic Thinking and in First Aid and Safeguarding. There are four designated staff (DSPs) for safeguarding concerns. Teaching and support staff have been trained in Speech and Language Support, Autism, Specific Learning Difficulties (e.g. dyslexia), literacy and maths interventions, mental health and well-being, reading intervention and behaviour strategies. Training is refreshed regularly and all opportunities for continuing professional development are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation.

## **8. How will you help me to support my child's learning?**

Family Consultations are held each term to keep all carers fully informed of their child's progress and an annual report is written for each child in the Summer Term. Carers are contacted when additional provision has been put in place and their views are sought at each opportunity to help support their child's learning. These are recorded in Pupils' Learning Profiles and SEND Support Plans which are reviewed throughout the year. We work with carers to find the best way to communicate and review support. There may be more frequent communication through the use of a home/school communication book, Marvellous Me app, sticker chart, daily handover meeting or fortnightly review meetings. Children are set home learning tasks so that carers are able to see what their children are able to achieve independently and support them with their learning if necessary.

Information is shared on the school website so that carers are informed which curriculum topics will be covered and a meeting is held for all carers of pupils joining the school. Carers are invited in to meet their child's new teacher informally after school. Informative workshops for carers are held on many aspects of their child's education. There is signposting to a wide range of support from local agencies and services including courses and workshops.

## **9. How will I be involved in discussions about, and planning for, my child's education?**

We aim to involve carers at all stages of the SEND support process. There are formal occasions such as Family Consultations and SEND review meetings where carers are invited to discuss their child's education. If external professionals visit your child in school then you will be informed and either invited for a meeting or sent copies of any reports written.

We have an 'open door' policy where carers can arrange to speak to a teacher to discuss any concerns or share information. Sometimes a meeting is planned where a longer discussion may be needed.

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

We seek to include all pupils in outdoor activities and trips. For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm and when appropriate additional adults are deployed. Carers are consulted to ensure full participation and active engagement of all children. Where the outings are run by outside agencies they are made aware of each child's needs so that they deal with them

in a sensitive and appropriate manner.

### **11. How accessible is the school environment?**

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The school building is wheelchair accessible and has accessible toilet facilities. Specialised equipment is provided where appropriate for children with SEND needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

### **12. Who can I contact for further information?**

Our Inclusion Co-ordinator (INCo) Claire Short works Monday-Thursday and can be contacted by telephone or email [senco@hoblettsjm.herts.sch.uk](mailto:senco@hoblettsjm.herts.sch.uk) or via the school office. She is happy to meet to discuss your child's needs or if you have any concerns or questions. You may feel it is more appropriate to speak to your child's teacher with any initial queries. If you wish to make a complaint the school has a complaints procedure which is available on the school website or from the school office.

### **13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

There is a detailed transition programme in place for children new to the school as well as for those moving to new classes or new schools. The level of support offered is dependent on each child's needs, age and development. If you or your child have any concerns regarding induction or moving on please contact the class teacher.

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

The school has an amount identified within its overall budget called the 'notional SEND budget'. This is used for resources to support the progress of children with SEND. This is used to employ Teaching Assistants to support the needs of children with SEND, buy specialist equipment, books or stationary or provide specialised training for staff.

High Needs Funding (HNF) and Local High Needs Funding (LHNF) is additional funding to support inclusion and meet the needs of pupils with significant needs. The HNF system is open to pupils with an Education Health and Care plan (EHCP).

Resources and support available for children with SEND can be found on the school website.

### **15. How is the decision made about how much support my child will receive?**

The amount and type of support offered to a child is determined by:

- A detailed analysis of a child's needs
- Their stage of development including their attainment and progress
- Identifying barriers to learning
- Parental views
- Pupil's own views
- Any advice from specialists or outside agencies

Support programs are reviewed and amended regularly. Interventions typically last between 8 weeks and 2 terms with the emphasis being on early identification and targeted effective support to minimise any long term need for additional support.

### **16. How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

The Local Offer lets parents and young people know what special educational needs and disabilities services are available in Hertfordshire, and who can access them.

The authority's Local Offer for children and young people with SEN can be accessed at this web address:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

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