



BLACK HORSE HILL JUNIOR SCHOOL

SEND Information Report 2023

Points of contact for SEND enquiries/support.

1. Class Teachers/Learning Support Coaches
2. SENDCo (Mrs Philip). Miss Haslam until Jan 24, while Mrs Philip is on maternity leave.
3. Neurodiversity Champion (Mr Clayton)
4. Headteacher (Mr Hindle)

1) How will I be informed if my child needs extra help?

Your child's class teacher will keep you up to date with the progress that your child is making. This is done in a number of ways, either at parents' evenings, by telephone, in person on the playground or by arranging a meeting after-school. How your child's class teacher chooses to contact you will depend on the amount of progress your child is making and the nature of their concerns. If it is appropriate your child's class teacher may also invite the school SENDCo or the Head teacher to attend any meetings.

2) I think my child might have special educational needs. What should I do?

If you have any concerns about the amount of progress your child is making, or with their health and wellbeing, your first point of contact should be the child's class teacher. If appropriate, your concerns may then be passed on to the school SENDCo or Headteacher.

3) How will my child be supported in school?

Children's learning is supported in a number of different ways in school. Depending on an individual child's needs, different types and levels of support are available. These include:

a) Quality First Teaching

Class teachers have high expectations for all pupils in their class. They regularly monitor pupil progress, and adapt their teaching in order to set an appropriate level of challenge for all pupils in their care. They support pupils' learning by working with pupils, arranging for learning support coaches (where available) to work with pupils, or by using and adapting available resources. Class teachers are aware of their role in catering for the needs of all learners within their class, and this is taken in to consideration when planning lessons. They also employ specific strategies to support pupils with special educational needs, which may have been suggested by the school SENDCo or by other outside agencies involved with the child.

b) Additional support

The school may be able to provide a range of additional support strategies, which are tailored for small groups of children who have similar needs. Depending on the nature of the support needed, these can be delivered in or outside of the classroom, and can be provided by a teacher or learning support coach with appropriate training and experience. Additional support provided in school is varied and cover many areas of need, from spelling to social skills. Your child may access: Reading support, Phonics, Thumbs Up (mental health), Maths Catch Up support, Social communication support and a range of interventions used to support social/emotional and mental health needs. Any additional support is logged in individual support logs which are monitored by the class teacher and

SENDco on a regular basis. These support logs support personal plans for the individualised targets set for the child.

c) Specific individual support

i. If your child has been identified by the class teacher or SENDCo as needing additional support, the class teacher is responsible for setting appropriate and achievable targets for the individual on a personal plan. These are created in discussion with the SENDco and are a living document that provides a trail of progress and indicates level and area of need clearly. Personal Plans are reviewed on a termly basis and are shared with parents of children who are on the 'support' sections of our SEND register.

ii. If your child has been identified by the class teacher or SENDCo as needing a very high level of individual support, this could lead to a request for the Local Authority or Health Team to carry out a statutory assessment. This assessment is performed in collaboration with school, parents and any other outside agencies involved with the child. Following a statutory assessment, if the Local Authority agrees that the child requires a very high level of individual support in order to make good progress, they may issue a Statement of Educational Needs or an Education Health Care Plan. This plan will outline the support that the Local Authority agrees to provide, as well as the strategies and resources which should be put in place. This level of specific, individual support is for children with severe, complex and lifelong needs and is only pursued once other forms of intervention have been proved to be ineffective.

d) Local authority services and outside agencies

At Black Horse Hill Juniors we have good links with a variety of Local Authority, Health services and other outside agencies. These include services such as Educational Psychologists, Speech and Language teams, Vision support, Special Educational Needs assessment and advice teams (SENAAT), Edsential, Gilbrook Outreach, CAMHS, Autism and Social Communication services, as well as our School Nurse. If your child's class teacher, the school SENDCo, or the Headteacher are in agreement that your child would benefit from the support offered by the above services, a referral will be made with your consent. Further information on local authority services can be found on the Wirral Local Offer.

4) How will the curriculum be matched to my child's needs?

As mentioned previously, class teachers at Black Horse Hill Junior School plan lessons according to the needs of all children in their class. They take into account different learning styles and provide differentiated activities, different learning materials and they adapt the resources provided accordingly. Specific resources, such as a pencil grips, coloured paper, sensory support are made available for all children in class to use where necessary. Where individual or group support is required for a child to access the curriculum this can be provided, as outlined above in section 3. The latest OFSTED Framework states 'The criteria are clear that the expectation is that all learners receive a high-quality education. Inspectors will assess whether/when it is appropriate for the curriculum for learners with SEND to be amended to meet their age, aptitude and ability. We are emphasising the importance of the curriculum that is designed for learners with SEND being ambitious and meeting their aspirations.'

5) How will I know how my child is doing and how will you help me to support my child's learning?

a) As explained in sections 1, 2 and 3, your child's class teacher will keep you informed of your child's progress as and when appropriate. If you have any additional concerns or questions, you can also

contact your child's class teacher, the school SENDCo or the Headteacher via the school office. In the same way, meetings can be arranged to discuss how you can best support your child's learning at home. Pupil Progress meeting will take place throughout the year, where your child's progress will be discussed between the class teacher and a senior leader.

b) If your child has had involvement with any of the outside agencies listed in section 3, the class teacher or SENDCo will contact you to discuss the results of the involvement and copies of any resulting reports will be sent home. In addition to this, parents' evenings are held in the Autumn and Spring terms, and end of year reports are sent home during the Summer term.

6) What support will there be for my child's overall wellbeing?

At Black Horse Hill Juniors, your child's wellbeing and emotional health are as important as their academic progress. Teachers listen to pupils and take their views and opinions seriously. Our school code of conduct promotes respect and kindness towards others and our behaviour policy is structured around positive reinforcement and provides a number of ways to encourage and celebrate the success of pupils in school. Please refer to section 3b for further information upon targeted support for wellbeing.

c) We have continued use of our additional area in school (The Pod) which is tailored to support the overall wellbeing of children with an EHCP/PFA and/or who struggle to access the full classroom environment. This space is solely for children whose needs are significantly greater than their peers.

d) Not all pupils would benefit from this level of support and therefore, if school feel that your child would benefit and outside agency support are also in agreement, school will communicate this to parents/carers. Access to The Pod is based on needs and external advice and is not provided at the request of parents/carers.

7) What support will there be for my child's medical wellbeing?

Teaching staff have undertaken emergency first aid courses in school, and we also have a number of named first aiders who have a fully qualified first aid certificate. In agreement with parents/carers our named first aiders can administer medicine in school, however this is only when a medical consent form has been completed and signed at the school office. If a pupil has a more complex medical need parents are invited to meet with the school SENDCo or Headteacher and complete a detailed Health Care Plan. With parents' agreement this is then shared with relevant members of staff to ensure the safety and wellbeing of the child involved. Finally, most members of staff in school have been trained in how to use an Epi-pen and we have a number of staff who are trained in support/administration of insulin for pupils with diabetes.

8) What training have the staff supporting children with SEND had, or are having?

a) Different members of staff at Black Horse Hill Junior School have received training relating to a variety of SEND issues. Some examples are:

- Social Communication difficulties
- Dyslexia
- Social and emotional needs
- Autism training led provided by the LA
- First aid
- Neurodiversity training

- ACES and Trauma informed practice
- Speech and Language difficulties
- Positive behaviour management
- Team Teach

b) The professional development of staff at school is ongoing, and our staff receive training throughout the school year to support pupils in school. We are also able to contact Local Authority teams and outside agencies to offer staff advice on specific SEND issues.

c) SEND drop in sessions are held weekly for any staff to attend for advice/support upon a SEND specific topic.

9) How will my child be included in activities outside the classroom, including school trips?

At Black Horse Hill Junior School is an inclusive school. With regards school trips, we try to choose trip venues carefully so that all children can access the experience. If we have concerns about a child's ability to participate fully in a school trip, we work closely with parents to try to ensure the best possible access for their child.

10) How accessible is the school and its grounds?

Black Horse Hill Junior School is a single storey building which is fully inclusive and accessible for children with SEND. Our building and classrooms are light, our corridors are wide and clear, as are the entrance doors to the building. Every classroom has a fire exit and the grounds are safe and secure. There is a disabled toilet available in school, as well as a large medical room with medical bed and first aid equipment.

11) How will the school prepare and support my child when joining the school, or when transferring to another school?

Our setting has strategies with the infant setting to ensure transition to KS2 is as effective and smooth as possible for children and their families. We strive to ensure communication is clear for all.

i. We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. When thinking of joining the school, parents and children are welcome to look around Black Horse Hill Juniors at any time to see the provision that we offer and to see if you feel that we can meet the needs of your child. If your child is particularly nervous or anxious we can offer enhanced transition, providing opportunities to meet the class teacher and some of the other children.

ii. When children move year groups and classes within school, class teachers always pass on information about pupils to the next teacher and hold meetings to discuss any special needs.

iii. On transition to another school we always contact the new school to ensure that they are aware of any particular arrangements or support that your child may need. We also ensure that all records and information held about your child is passed on to the new school as soon as possible. At the end of Year 6, when children move to secondary school, the class teacher or SENDCo will attend a transition meeting to speak to the new school and to pass on pupil records and information. At this point we can also arrange enhanced transition procedures if we feel it will benefit certain pupils. This usually involves extra visits from the secondary school staff or opportunities for pupils to have additional visits and tours of their new school.

iv. Transition from home to school/playground to class can also be challenging for some children. We therefore aim to ensure that children who need time to settle are given appropriate time to do so between class time.

12) How are your resources allocated or matched to children's educational needs?

The school budget, allocated by Wirral Local Authority, includes money for supporting children with SEND up to a certain level of need. Most of the resources used to meet your child's educational needs are available within the classroom. Money may also be spent however, on additional or specific resources, staffing costs, staff training, arranging specialist support or buying in the services of outside agencies. How money is spent is decided on by the Headteacher, in consultation with the SENDCo and school governors. Factors taken into consideration include:

- The number of children already receiving additional support
- The number of children identified as requiring additional support
- Specific needs of children (leading to a staff training requirement or the procurement of specialist equipment)

13) How can I be involved in discussions about and planning for my child's education? All parents are encouraged to contribute to their child's education.

This can be through:

- Discussions with the class teacher, SENDCo or Headteacher
- During parents' evenings
- During discussions with other professionals
- At transition meetings
- Parent workshops
- Parents are invited to contribute to the child's one page profile
- Parent questionnaires

At Black Horse Hill Juniors, we have parent representatives on the school governing body. If you wish to have a say about what happens in school or play a more active role in school life, all of these groups welcome interested parents. If your child requires a personal plan, parents/guardians will receive a copy of these on a termly basis as highlighted in Section 3c.

14) How will the needs of my child be shared with other staff in school?

The class teacher, school SENDCo or Headteacher will share all relevant information with staff who work with your child. For the well-being and safety of your child, all medical information will also be shared with relevant members of staff. Confidentiality is important to us and the sharing of information will therefore always be done in a professional manner. Written reports, advice and information about your child will be held centrally by the SENDCo or Headteacher, with copies being given to relevant members of staff when necessary.

15) Who can I contact for further information or if I have any issues or concerns?

i. The first point of contact for anything related to your child's education is your child's class teacher. We encourage parents not to wait until the next formal opportunity, but to speak to the class teacher on the playground or telephone the school office in order to arrange a meeting.

ii. For any other issues, parents are welcome to contact the school SENDCo or Headteacher. Parents should telephone the school office, and if the relevant member of staff is not available they will ring you back or a meeting can be arranged for a mutually convenient time.

iii. The named governor for SEND is Jane Whisker, who can be contacted via the school office.

iv. If you have spoken to the members of staff mentioned above, and feel that your concerns have still not been dealt with you can follow the procedures outlined in our school complaints policy.

v. In accordance with recent guidance from the Local Authority, we are working towards becoming a trauma informed school.

vi. Further information, on a range of issues regarding your child's education and SEND, can also be found on the Wirral Local Offer.