



## SEND Information Report

This information is for parents and is in keeping with the school's aims, teaching and Learning and Equal Opportunities policies. **The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.**

Minet Junior School believes that all students are valued equally. The different needs of students are recognised and met through a varied and flexible curriculum provision. The school has high expectations of all students and progress is rigorously tracked. Success is celebrated so that students become confident learners who are able to participate fully in the life of the school as well as in the wider community.

Students with every type of SEND are fully integrated into the life of the school and all students contribute to the social and cultural activities of the school. Every effort is made to ensure that every student makes outstanding progress and is well prepared for adulthood.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.minetjunior.org.uk/policies/>

Alternatively, you can ask a member of staff in the admin team to make a copy for you or email the policy to you. If you would like a translated version please speak to a member of the admin team.

**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.

## **What types of SEN does Minet Junior School provide for?**

Minet Junior School is an inclusive school, which welcomes all children with SEND. We aim to meet the needs of every child. Special Education Needs are split into four main areas: communication and interaction, cognition and learning, social emotional and mental health and sensory and/or physical needs.

Some of the needs we currently support are:

- Behavioural, Emotional and Social Difficulties
- Moderate Learning Difficulties
- Specific Learning Difficulties (SpLD)
- Concentrating difficulties
- Language impairment (e.g. Selective Mutism, Cleft Palate)
- Attachment Disorder
- Global Development Delay
- Physical difficulties
- Autistic Spectrum Disorder
- Hearing impairment
- Visual impairment
- Medical needs

## **How will Minet Junior School know if my child needs SEN support?**

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO and complete a concern form. They will also contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts, such as a speech and language therapist, an educational psychologist or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision. If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

## **How does the school support pupils with disabilities?**

We will take steps to prevent disabled pupils from being treated less favourably than other pupils. We will use our best endeavours to ensure that no child is unable to attend our school because of any special need or disability. In order to promote equality of opportunity for disabled children, we will make reasonable adjustments to prevent them from being disadvantaged. In practice, we

ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs and/or Disabilities. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils. For more information, please see the Equality Policy and Accessibility Plan.

### **What should I do if I think my child has SEN?**

Speak to your class teacher as they will direct you to make a meeting with a member of the inclusion team. You can then share your concerns with us and we will then decide on the next steps.

You can speak to your child's GP and they will also be able to assist you with any questions you may have and support you with referrals.

### **Who will be involved with my child during their time at Minet Junior School?**

The inclusion team will support your child during their education at Minet Junior School.

They include:

- Rosalie Taylor - Assistant Head for Inclusion (who holds the National Award in Special Educational Needs co-ordination)
- Holly Elderfield – SENCO (who holds the National Award in Special Educational Needs co-ordination)
- Lauren Cooper – Behaviour, attitude and personal development lead, who holds the NPQLBC.
- Michelle Connolly - Thrive Practitioner
- Sharon Elliott - Learning Mentor
- Wendy Page - Family Support worker
- Grace Mcinerney –Special Educational Needs higher level teaching assistant

All of these members of staff are experienced and well trained in their area of expertise. They are always willing to help and can be available for meetings if required.

Alongside the inclusion team are the Class Teachers and Teaching Assistants. They will be teaching your child every day and all of them receive in-house, as well as external training. They are supported by the SENCO to meet the needs of the pupils who have SEN.

The teachers have received training in a range of areas including:

- Child protection
- Mental Health and emotional well-being
- ASD/ADHD
- Speech and language and communication
- Meeting medical needs

The SEND Governor is responsible for making sure the school has appropriate provision and has made necessary adaptations to meet the needs of all children. The SEND Governor is Lauren Cooper and can be contacted by writing to the SEND Governor through the school office.

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 SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services
- Hearing Impairment team
- Visual Impairment team
- Autism Advisory Service
- SENDIASS

### **How will my child access the curriculum and who will oversee this?**

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

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will scaffold how we teach to suit the way the pupil works best. There is no '1 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.

These adaptations include:

- Individualising our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Scaffolding and personalising our teaching, 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 might support pupils on a 1-to-1 basis
- Teaching assistants might support pupils in small groups

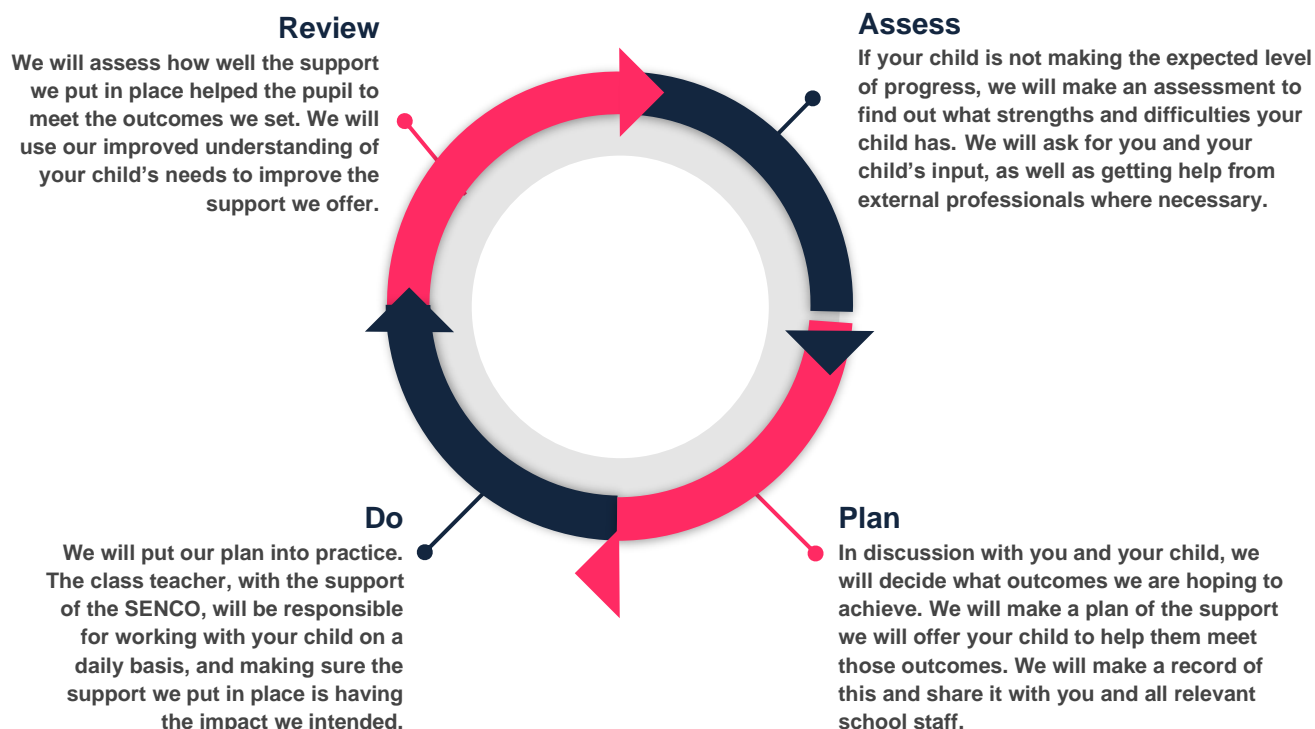
We also provide universal support for your child from Hillingdon's Ordinarily Available Provision. Please see the following website for specific details :

[https://www.hillingdon.gov.uk/media/1961/Hillingdon-Ordinarily-Available-Provision/pdf/j5Hillingdon\\_Ordinarily\\_Available\\_Provision.pdf?m=1588847952827](https://www.hillingdon.gov.uk/media/1961/Hillingdon-Ordinarily-Available-Provision/pdf/j5Hillingdon_Ordinarily_Available_Provision.pdf?m=1588847952827)

## How will school staff support my child?

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

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



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins (please see below for more information about interventions). This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Some children will work with 1 to 1 or small group support as needed and your child may be placed in a small focused group. We call these intervention groups. Small focus groups will usually be for a specified length of time.

If your child is identified as having a Special Educational Need they will be placed on the SEND Register with parent permission. If your child needs individual targets to support their learning, an Individual Education Plan (IEP) will be set up, in conjunction with yourselves and your child and this will be reviewed termly. Children with an Education Health and Care Plan (EHCP) will also have an Annual Review of their needs.

## **How will we all know how my child is doing and how will their progress be evaluated?**

Progress is evaluated using the following methods:

- Tests and assessments to provide age standardised scores throughout the year.
- Target Tracker teacher assessments each term.
- Half termly teacher assessment of writing.
- End of unit Science Assessments.
- Reading age tests in September and February
- Language Link assessments
- Observations of teaching and learning by senior staff and subject leads.
- Pupil Progress reviews termly.
- Marking and assessment of work by the class teacher.
- Evaluations of differentiated tasks completed by support staff.
- Continual children's self and peer-assessments.

## **How are decisions made about my child's education?**

We will provide annual reports on your child's progress and your child's class teacher will meet you three times during the year 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 progress
- Identify what we will do, what we will ask you to do and what we will ask your child to do

In addition, the SENCO may also attend these meetings to provide extra support and arrange meetings of their own to discuss further action or support that is needed for your child.

Alternatively, you may be asked to attend meetings with specialist support from outside agencies so that you can have your voice and your child's voice heard.

We know that you're the expert when it comes to your child's needs and aspirations. 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. After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher or SENCO.

## **How will Minet Junior make my child feel included?**

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

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a one-page profile about themselves
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a pupil voice

## **How will the school resources be secured for my child?**

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

### **How will the school make sure my child is included in activities alongside pupils who don't have SEN?**

All children will be included in all activities. There will be no barriers to any pupils with SEN. Children with SEND will enjoy all of the same activities as their peers, including physical activities. 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 in year 6.

All pupils are encouraged to take part in any additional activity that the school arranges.

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 they can be included.

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

The school welcomes all students and endeavours to ensure that appropriate provision is made to cater for their needs. All students with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/guardians are always informed. Please see the admissions policy for more information. It can be found on the school website.

### **How accessible is the school?**

- Access to the school is appropriate for all.
- Access in the school is provided via ramps and an elevator for wheelchair access.
- The classrooms downstairs have access to the outside via doors that lead directly on to playground or field.
- There are 6 specific accessible toilets available throughout the school.

For more information please see the school Accessibility plan on the school website.

### **How will Minet Junior support my child's mental health and emotional and social development?**

Minet Junior School has a specific Thrive practitioner called Michelle Connolly. She runs a range of interventions that support mental health and Emotional and social development. These include: Nurture group, ELSA, Thrive behaviour, Book of Beasties, Lego Therapy, Social Skills and Seasons for Growth. These interventions are carefully selected for the individual and they are invited to take part. They run once a week in groups of around 4 children.

Our Well Being lead is – Rosalie Taylor. We will continue to develop out support for Children's Mental Health and take great pride in what we already do.

### **How will Minet Junior School prepare my child for transitions?**

Transition is when a child is moving class or school. Children with SEND can find moving difficult so the school plans carefully for these events.

Children moving to our school from Key Stage 1 will have opportunities to visit their new class, tour the new areas of the school and share playtimes and assemblies during transition in Summer Term. All information from the previous school is shared with the inclusion team. Meetings with parents will take place before the start of September to ensure transition is as smooth as possible.

When moving class, the children meet their new teacher before the move happens. The existing class teacher meets with the new class teacher in advance so that all information can be passed on, including all provision maps, one page profiles and SEND Support records.

When moving school our Assistant Headteacher for Inclusion or SENCO, will contact the new school to make sure that they are aware of any special provision/support that the child needs. All SEND Support records will be sent to the new school as soon as possible. If needed a transition book or social stories can be developed to support the pupil with their move.

In Year 6, when the pupils transfer to secondary school, the Year 6 teachers and the SENCO meet with the transition staff from the secondary school to discuss each pupils individual needs. All Year 6 children take part in a 6-week transition program, that happens in school, to prepare all Year 6 children for secondary school. We feel as though this is especially important to the children who have SEND. Most secondary schools will also visit the pupils in this school.

### **What support is in place for looked-after and previously looked-after children with SEN?**

Rosalie Taylor will work with Holly Elderfield, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

### **What do I do if I am not happy with the provision my child receives?**

The school hopes that complaints about SEND provision will be rare. We would encourage you to speak to the class teacher or a member of the inclusion team (Holly Elderfield or Rosalie Taylor) and we will arrange a meeting to discuss your concerns.

We very much hope that all matters can be resolved quickly and within school, but if there is a further complaint it should be made following the school's Complaints Procedure Policy which can be found on the school website.

### **What support is available for me?**

Key policies are on the school website (<https://www.minetjunior.org.uk/policies/>). These are:



- SEND policy
- Equality policy
- School Accessibility plan

Paper copies or translated copies are available from the school office upon request.

Other government information that you may want to look at includes:

- Equality act- 2010
- Special Education Needs and Disability Code of Practice: 0-25 years – June 2014
- The Children and Families Act 2014



For more information about services in Hillingdon for families with SEND children look at Hillingdon's Local Offer - Website: [www.hillingdon.gov.uk](http://www.hillingdon.gov.uk) - Telephone: 01895 250429. Hillingdon's Local Offer <https://hillington.gov.uk/send> .

Hillingdon Inclusion Team: 01895 250516

Hillingdon Care and Support Directory:

<https://careandsupport.hillingdon.gov.uk/Categories/133>

SENDIASS Hillingdon website <https://www.hillingdonsendiass.co.uk/>

SENDIASS Hillingdon contact number: 01895 277001

SENDIASS Hillingdon email address: [sendiass@hillington.gov.uk](mailto:sendiass@hillington.gov.uk)

[www.cafamily.org.uk](http://www.cafamily.org.uk) – for disabled children and their families

[www.adhdandautism.org](http://www.adhdandautism.org) - Centre for ADHD and Autism Support for parents and children

[www.hacs.org.uk](http://www.hacs.org.uk) - Hillingdon Autistic Care and Support

[www.youngminds.org.uk](http://www.youngminds.org.uk) - children and young people's mental health charity



## Glossary and Abbreviations

|       |  |
|-------|--|
| SEND  | Special Educational Needs and/ or Disabilities |
| ASD   | Autistic Spectrum Disorder                     |
| ADD   | Attention Deficit Disorder                     |
| ADHD  | Attention Deficit Hyperactivity Disorder       |
| SENCO | Special Educational Needs Coordinator          |
| PSP   | Personal Support Plan                          |
| NHS   | National Health Service                        |
| EHCP  | Education, Health, Care Plan                   |
| LA    | Local Authority                                |

- **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 SEN 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
- **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 SEN 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 children with SEND

- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

***Inclusion Team***

*Assistant head for Inclusion- Rosalie Taylor*

*SENCO- Holly Elderfield*

*Personal development, attitude and development lead - Lauren Cooper*

*Thrive Practitioner - Michelle Connolly*

*Learning Mentor - Sharon Elliott*

*Family Support worker - Wendy Page*

*Special Educational Needs HLTA - Grace Mcinerney*

Minet Junior School's SEN Information report updated by Holly Elderfield June 2025.