Special Educational Needs and Disabilities (SEND) Information Report

Minet Junior School's SEND Information report updated by Holly Elderfield, date July 2026

Ratified by:

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 and how all students are equally valued.**

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.

What types of SEND 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/ Specific Learning Difficulties
- Language impairment
- Attachment Disorder
- Autistic Spectrum Disorder
- Hearing impairment
- Visual impairment
- Medical needs

How will Minet Junior School know if my child needs SEND support?

All our class teachers are aware of SEND and are able to identify any pupils who aren't making the expected level of progress in their school life

STEP 1: 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 SEND.

STEP 2: The SENCO will observe and speak to 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.

STEP 3: The SENCO will ask for your opinion get your feedback on what is working well and ask for your opinions on how we can support going forward.

STEP 4: 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.

STEP 5: Based on all of this information, the SENCO will decide whether your child needs SEND support. You will be told the outcome of the decision.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENCO will work with you and class teacher to create a SEND support plan for them.

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

Speak to your class teacher as they will organise a meeting with you as they know your child best within the school environment, a member of the inclusion team may be present during this meeting. Within the meeting we will decide the next steps.

You can speak to you 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 Class Teacher and Teaching Assistants are responsible for your child's education. 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 SEND.

In addition, the inclusion team will support your child during their education at Minet Junior School. They include:

- Holly Elderfield – Assistant Head for Inclusion (who holds the National Award in Special Educational Needs co-ordination)
- Rosalie Taylor - Assistant Head/ Designated Safeguarding Lead (who holds the National Award in Special Educational Needs co-ordination)
- Lauren Cooper - Personal development, attitude and development lead
- Sharon Elliott - Learning Mentor
- Wendy Page - Family Support worker
- Grace Mcinerney –Special Educational Needs higher level teaching assistant
- Olivia Conolly – THRIVE practitioner

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.

All teachers receive ongoing training in a range of areas including:

- Child protection, safeguarding, exploitation and grooming and extremism through prevent training
- Mental Health and emotional well-being through THRIVE
- ASD/ADHD from specialist training
- Speech and language and communication
- Meeting medical needs – allergies, asthma
- Training on support specific groups – like Girls and ASD- through Hillingdon Learning Partnership and Hillingdon Learning Pool and Learning Zone.

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 email through the school office (office@minetjunior.org.uk).

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 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? How will school staff support 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 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 in small groups

Minet Junior School has a specific Thrive practitioner called Olivia Connolly. She runs a range of interventions that support mental health and emotional and social development. These include: Nurture group, 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.

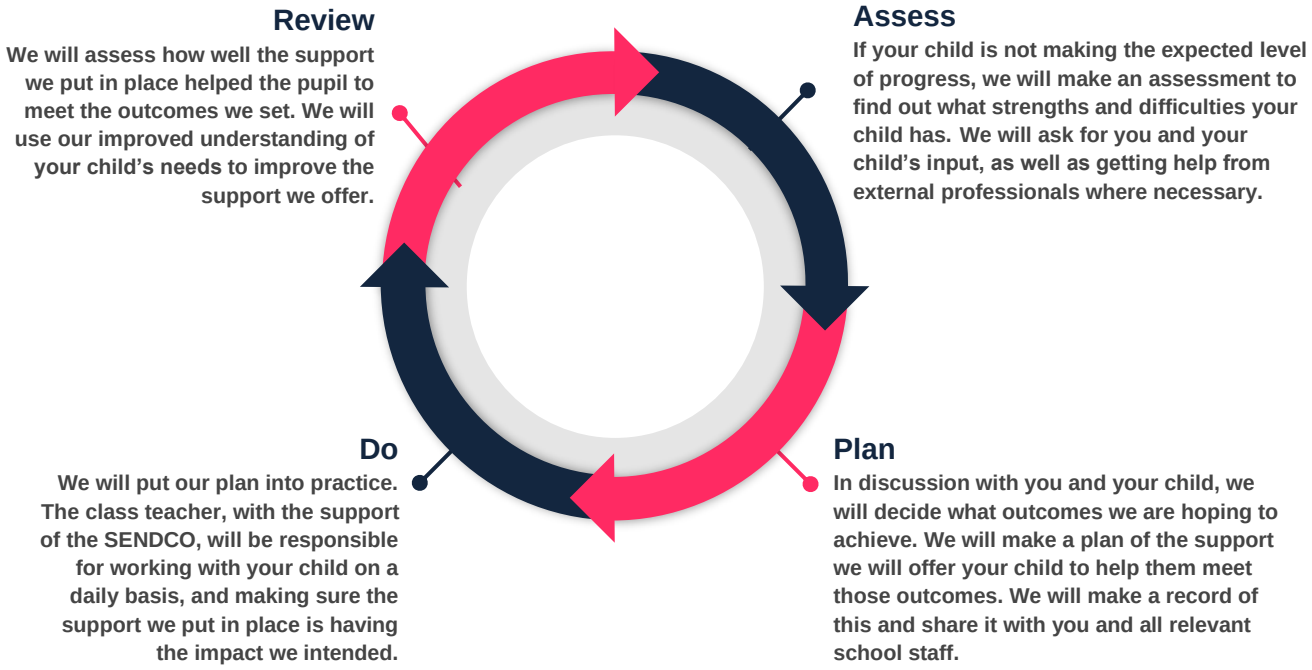
Our Well Being lead is – Rosalie Taylor. We will continue to develop out support for Children's Mental Health and take great pride in what we already do.

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

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

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**.



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

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. The cycle will continue and the school's targets, strategies and provisions will be revisited and refined termly.

Your child will have a Learning Plan will set out individual targets, strategies and success criteria to support their learning, 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.

Progress is evaluated using the following methods:

- Tests and assessments to provide age standardised scores throughout the year.
- Insight teacher assessments each term.
- 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.
- 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.

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.

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 accessible is the school?

For more information please see the school Accessibility plan on the school website.
https://www.minetjunior.org.uk/page/?title=Policies&pid=15

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.

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 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.
https://www.minetjunior.org.uk/attachments/download.asp?file=571&type=pdf

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 SENDD children look at Hillingdon's Local Offer - Website: www.hillingdon.gov.uk - Telephone: 01895 250429. Hillingdon's Local Offer https://hillingdon.gov.uk/SENDd .

Hillingdon Inclusion Team: 01895 250516

Hillingdon Care and Support Directory: https://careandsupport.hillingdon.gov.uk/Categories/133

SENDIASS Hillingdon website https://www.hillingdonSENDdiass.co.uk/

SENDIASS Hillingdon contact number: 01895 277001

SENDIASS Hillingdon email address: SENDdiass@hillingdon.gov.uk

www.cafamily.org.uk – for disabled children and their families

www.adhdandautism.org - Centre for ADHD and Autism Support for parents and children

www.hacs.org.uk - Hillingdon Autistic Care and Support

www.youngminds.org.uk - children and young people's mental health charity

Inclusion Team contact details

Assistant head for Inclusion- Holly Elderfield

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