



Hollybrook Junior School Local Offer for Special Educational Needs and

Our Mission statement:

Within the Jefferys Education Trust, we believe that:

- All children are valued and included regardless of abilities, needs and behaviours.
- All children are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet individual needs.
- All our teachers are teachers of children with special educational needs.
- All our children can learn and make progress.
- Effective assessment and provision for children with SEND will be secured in partnership with parent / carers, children, LA and other partners.
- Maintaining children's safety and wellbeing is central to their development.

Education Framework

The following table demonstrates how we put support in place for all pupils with SEND (including the areas of need below).

- Learning difficulties
- Communication difficulties
- Autism spectrum
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health

	Whole school response: Universal Quality First Teaching	Targeted support for individuals or small groups short / medium term	Specialised individual support Medium / longer term
Teaching Approaches	<p>The school regularly monitors your child's progress in meeting their targets and if they are not making enough progress they will be highlighted for the attention of senior leadership team (SLT). As part of this team, The Special Educational Needs Coordinator (SENCo) and the Inclusion Coordinator (INCo) will implement any appropriate interventions, where necessary.</p> <p>There are termly parents' evenings and reports are sent out at the end of each year to parents.</p> <p>All Teachers are teachers of Children with SEND. Teachers will make provision within the classroom for children who</p>	<p>Assessment for learning is used to support planning for different levels of attainment. Small groups may be supported by either the class teachers or Teaching Assistants (TAs) as appropriate.</p>	<p>Work is differentiated to meet individual children's needs. There is careful targeting of individual support for pupils with individual education plans (IEPs). Personalised Interventions are put in place for pupils who are not making progress.</p>

	require additional support.		
Learning / curriculum approaches	Children and young people will have full access to the National Curriculum and Religious Education. The National Curriculum will be differentiated to take account of children's particular needs and will be modified to suit children's academic and personal development.	Interventions link directly to the national curriculum and targets are written to support children in catching up. IEP targets are used to monitor progress	The school always respond to any concerns raised by parents. The SENCo may carry out additional testing when additional educational needs are identified. Parents will be consulted if outside agencies need to be involved. IEPs are written and reviewed by the pupil, class teachers, the SENCo and parents as appropriate.
Support	At Hollybrook Junior School the needs of children with SEND are addressed during transition meetings between current and receiving teachers. All staff are made aware of specific needs of child and are advised on teaching strategies for Quality First teaching. Teaching and support staff	We offer plenty of opportunities for over learning and consolidation of concepts. Regular opportunities to access individual and small groupwork is provided to develop independence and organisational skills which includes working on targets agreed with the child and rewards for achievement of	Children with SEND in school may also be supported by external agencies and parents are always consulted. The primary contacts for these agencies are the INCo and the SENCo although class teachers and TAs are also involved. It is the responsibility of the INCo and the SENCo to organise

	<p>regularly receive training which is aimed at maximising participation, access and achievement of children with SEND and reducing their barriers to their learning.</p> <p>Instructions are simplified and supported with visual aids where possible with checks for understanding.</p> <p>Hollybrook Junior School is an inclusive school, where all teachers are teachers of children with SEND and the whole school community respects the rights and needs of others.</p>	<p>targets are provided.</p>	<p>external support and maintain records.</p>
<p>Environment and physical resources</p>	<p>Hollybrook Junior School is an inclusive setting that welcomes all children regardless of their abilities. Our school building is set across the first and second floor of a Victorian building. Reasonable adjustments are made to include all members of</p>	<p>Hollybrook Junior School prepares children for changes and provides support to manage unpredictable events and at times of transition between infants, juniors, other primary settings and secondary schools.</p>	<p>The SENCo co-ordinates the liaison of multi-agency working to support children with SEND.</p> <p>Funding is targeted at children who require specific support by providing 1-1 teaching assistant support</p>

	the school community.		where possible.
Emotional	Hollybrook Junior School works hard with families to meet the needs of all pupils with their social, emotional and behavioural development. There is a caring child centred ethos at Hollybrook Junior School which aims to place the emotional needs of the child as a high priority.	If children require additional focused support with their social, emotional and behavioural development teachers may offer individualised targets to the children. They may also offer class circle times to discuss any difficulties in a structured and respectful environment.	At Hollybrook Junior School we have two very experienced Emotional Literacy Support Assistants (ELSAs). ELSAs are Teaching Assistants (TAs) who have received additional training from educational psychologists on aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up. Our ELSAs can support pupils on a one-to-one basis when required. They can liaise with parents/carers in order to support the child.

Frequently asked questions from the point of view of a parent/ carer:

Question	Answer
<p><i>How does Hollybrook Junior School know if children need extra help?</i></p> <p><i>What should I do if I think my child/young person may have special educational needs?</i></p>	<p><i>Hollybrook Junior School is committed to early identification of special educational needs. A range of evidence is collected through the school assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the teachers will decide whether additional and / or different provision is necessary. If you are concerned you need to speak to your child’s teacher, or contact the SENCo/INCo.</i></p>
<p><i>How will staff at Hollybrook Junior School support my child?</i></p>	<p><i>Your child’s class teachers and the SENCo will oversee and plan your child’s education programme. Depending on the intervention required, your child may be working at times in a small group aimed at supporting literacy and/or mathematics. Sometimes a student requires support to access the curriculum or to manage his or her behaviour, emotions, or to work on their social skills. In this case an ELSA may support your child to be a successful member of the school community. This will all be explained to you by your child’s class teacher, the ELSA or SENCo .</i></p>
<p><i>How will the curriculum be matched to my child’s needs?</i></p>	<p><i>All our teachers are teachers of children with SEND. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Planning is monitored rigorously by the Senior Leadership Team.</i></p>
<p><i>How will I know how my child is doing and how will you help me to support my child’s</i></p>	<p><i>We have an open door policy at Hollybrook Junior School. There are termly parent evenings and you can ask for an appointment to speak with your child’s class teacher or the SENCo at a mutually convenient time. You will</i></p>

<p>learning?</p>	<p>receive a report at the end of the academic year and we will always ask to see you if we have concerns about your child's progress. Each term the year groups send out a curriculum newsletter which gives an overview of what your child will be learning during that period.</p> <p>If your child has a statement of SEND, an annual review is held according to the guidance in the Code of Practice.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>At Hollybrook Junior School we hold regular assemblies which focus on different areas of personal health and social education. In class, teachers may also hold class circle times when they need to address specific issues. There are close links with our partners in health, for example, with the school nurse and paediatric occupational therapist. We can also refer children to the school's Educational welfare officer and Speech and Language therapist.</p>
<p>What specialist services and expertise are available at or accessed by Hollybrook Junior School?</p>	<p>In addition to the above we link with other professionals such as Child and Adolescent Mental Health, Social Care, Educational Psychology, Occupational Therapy and Specialist teachers for children who have physical difficulties, specific learning difficulties and hearing impairment.</p>
<p>What training has been available for the staff supporting children and young people with SEND?</p>	<p>Our SENCo is a qualified teacher, who has achieved the Masters Level National SENCo Accreditation. All staff receive regular training and updates for the main categories of special educational needs. In recent years, staff have received training from the Educational Psychology service on Precision Teaching and Autistic Spectrum Disorders. They have also received training on effective questioning, developing independent learners, dyslexic friendly classrooms. Additionally, the school nurse has also provided asthma,</p>

	<i>diabetes and epi-pen training.</i>
<i>How will my child be included in activities outside the classroom including school trips?</i>	<p><i>We make every effort to include all pupils in school trips. If an individual risk assessment is required we will write this in order to ensure that everyone is as fully included as possible.</i></p> <p><i>We will also help prepare your child for any changes in their school day, such as school trips, awards ceremonies, activities weeks and sports day.</i></p>
<i>How accessible is Hollybrook Junior School?</i>	<i>We make reasonable adjustments where possible. Our school is on the first and second floor of a Victorian building. We have an accessible toilet on the ground floor next to the school office and hall.</i>
<i>How will the Hollybrook Junior School prepare and support my child to join the school and then transfer to a new school?</i>	<i>The SENCo and members of the SLT liaise with infant and secondary teaching staff, support staff and SENCo's from feeder schools. Extra transition is arranged as necessary in addition to the City's transition days. These can be arranged for individual children or small groups. There are regular visits between Hollybrook infants and our Junior School and our local Jeffreys Education Trust infant and secondary school: Shirley Infant School, Shirley Junior School and Upper Shirley High. Throughout the year, year 6 children are provided with regular opportunities to meet teaching staff from Upper Shirley High in preparation for the move to secondary school.</i>
<i>How are the school's resources allocated and matched to children's special educational needs?</i>	<i>The Department for Education provides funding for schools to meet the needs of all children with SEND. This is worked out using the information about the children's prior attainment and the socio-economic make up of our school cohort. We allocate support according to need. Additional interventions are funded to support children's progress. If your child has a</i>

	<i>statement of SEND, we will ensure that the provision specified in Part 3 is provided.</i>
<i>How is the decision made about what type and how much support my child will receive?</i>	<i>Head of Standards hold regular team meetings where they discuss children's progress. Teachers attend termly meetings with a member of the senior leadership team where all children's progress is reviewed. If a child is identified as needing additional support the SENCo or the inclusions manager is informed and in consultation with the class teacher extra provision is arranged.</i>
<i>Who can I contact for further information?</i>	<i>Your first point of contact if you want to discuss something about your child is your child's class teacher. You can contact the INCo or the SENCo, or any members of the school leadership team, if you are still have any concerns. If you would like to apply for Hollybrook Junior School please contact the school to arrange a visit.</i>

Frequently asked questions from the point of view of a young person:

Question	Answer
<i>How does Hollybrook Junior School know if I need extra help?</i>	<i>Your teachers track your progress and they will know if you need extra help. They will also have got to know you in year</i>

	<i>2 and will know what extra help you have been getting.</i>
<i>What should I do if I think I need extra help?</i>	<i>You can talk to someone at home and they can talk to your teacher.</i>
<i>How will my work be organised so that I can cope and get it all done?</i>	<i>Your teacher will give you work that will allow you to learn and make progress. They will make sure that it is not too easy and not too hard, but it will make you think.</i>
<i>If I have difficulties how can I be involved in planning my learning?</i>	<i>Your teacher, SENCo or TA will have a meeting with you to discuss how you are getting on. This is called a pupil conference. You will talk about your targets for learning and how else you feel you could be supported.</i>
<i>Who will tell me what I can do to help myself and be more independent?</i>	<i>All the staff at Hollybrook Junior School can help you to become independent, but if you feel really worried then talk to your teacher or your safe adult. This could be your teacher, a TA or a member of the senior leadership team.</i>
<i>What should I do if I am worried about something?</i>	<i>Talk to your teacher, a TA, or any other familiar adult in the school.</i>
<i>How will I know if I am doing as well as I should?</i>	<i>Don't worry because our teachers will let you know quickly if there is a problem. You will also have a school report at the end of each year and your teacher will meet with someone from home at least once a term to explain how you are doing. All children in our school have their own targets which tell them how well they are doing and also how to get better.</i>

<p>How can I get help if I am worried about things other than my school work?</p>	<p><i>Remember, everyone faces extra challenges from time to time. You can always talk to any member of staff at school who you feel comfortable talking to. You can also ask to speak with our Emotional Literacy Support Assistant (ELSA).</i></p>
<p>Are there staff in school who have been trained to help young people who need extra help?</p>	<p><i>All our teachers and support staff have been trained to teach children with learning needs. Our Special Educational Needs Co-ordinator and Inclusion Coordinator have lots of experience and qualifications that mean they are trained to help children with learning needs.</i></p>
<p>If I have difficulty in taking part in school activities what different arrangements can be made?</p> <p>a. How will I know who can help me?</p> <p>b. Who can I talk to about getting involved in school activities if I need extra help?</p>	<p><i>You will be introduced to all staff that will be working with you so that they understand your difficulties. If you feel comfortable, we could also let your friends know how they can help you.</i></p> <p><i>You can talk to your teachers, or another adult you trust if you would like to be involved in school activities where you may need extra help.</i></p>
<p>What extra help is there to help me get ready to start at my school?</p>	<p><i>Apart from the usual year 2 activities taking part at Hollybrook Junior School, we will talk to your current school and your parents/carers. You are welcome to come and visit Hollybrook Junior School. We can give you a school prospectus and write you a social story if this would help you.</i></p>

What should you do if you feel that the Local Offer is:

- **either not being delivered or**
- **is not meeting your child's needs?**

You should contact your child's class teacher and/or the Special Educational Needs Coordinator (SENCo).

How is our local offer reviewed?

The local offer for Hollybrook Junior School will be reviewed regularly and amendments will be made in accordance with the School Development Plan and on information gathered from careful analysis of pupil progress.

How have parents and carers and children with SEND been involved in reviewing the local offer?

Hollybrook Junior School has consulted with Parents of children on the SEN register and members of the Student Council.