



Hyde Park Junior School **SEND Information** **Report**

Introduction

Hyde Park Junior School is a happy, caring responsible community, which encourages all members to aspire to excellence and to work and play in co-operation with others. Each member of staff in our school takes responsibility for every child's development and improvement in basic skills. We value the input that parents/carers make to their child's education and aim to work with them to provide the best possible support to ensure children achieve the very best they can. With the 0-25 SEND Code of Practice 2014 firmly in place, we endeavour to work with Education, Health and Social Care to provide a coordinated approach for all children with SEN.

The school works hard with pupils, parents/carers to enable pupils achieve the best possible educational and other outcomes, and become confident to communicate their own views and make successful transitions. Early identification and recognition can then support all children transferring between each phase of their education and prepare them for adulthood in the future.

From time to time, children may need extra support with their learning and this booklet will inform parent carers of the types of support available for your child at Hyde Park Junior School. It aims to explain who can help and how this support can be accessed.

The following report will answer:

- Q1:** What does having a Special Educational Need or Disability mean?
- Q2:** Who are the best people to talk to if I think my child might have a Special Educational Need?
- Q3:** How does Hyde Park Junior School identify if my child has a Special Educational Need or Disability?
- Q4:** How does Hyde Park Junior School support a child with a Special Educational Need or Disability?
- Q5:** What training or specialist SEND expertise do staff at Hyde Park have.
- Q6:** What further external support can the school access to support Children with SEN and their families?
- Q7:** How are parents/carers of and children with Special Educational Need or Disability supported to share their views and concerns?
- Q8:** Who is the person I should talk to if I have a concern about the support being provided for my child with special educational needs?
- Q9:** Where can I find information about the Local Authority's Local Offer for children and families?
- Q10:** How does the school support my child with Special Educational Need or Disability when they join or leave the school?

Q1: What does having a Special Educational Need or Disability mean?

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'*

(SEND Code of Practice 2015 p.15-16)

There are four broad areas of Special Educational Needs and provision:

- **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The needs of these children may change over time.

- **Cognition and Learning**

Cognition and Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

- **Sensory and / or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support.

Many children have difficulties that fit into one or more of these areas.

Many children who have a disability may also have Special Educational Needs. Our school ensures that it makes reasonable adjustments to ensure that children who have a disability are not at a substantial disadvantage compared to their peers.

Q2: Who are the best people to talk to if I think my child might have a Special Educational Need?

- **Class teacher**

Please contact school on 01752 225314 to make an appointment.

- **SENCo** (Special Educational Needs Co-ordinator)



Mr Mark Dellow

Our SENCo oversees the day to day operation of the school's SEN policy. He coordinates provision for children with SEN, liaises with parents, and is a key point of contact with outside agencies.

Please contact school on 01752 225314 or email senco@hpjs.plymouth.sch.uk to make an appointment.

- **School Nurse**

Mrs N Freer

Please contact school on 01752 225314 for enquiries about arranging an appointment.

Q3: How does the school identify if my child has a SEN?

It is essential to identify children's needs as early as possible.

Parents/guardians may have concerns regarding their child's learning, speech, understanding or use of language, their social, emotional or behavioural development, or concerns about their sight, hearing or physical skills.

If you have any concerns regarding your child's development please come and speak to their class teacher as soon as possible.

In every class, teachers and teaching assistants carry out a continuous cycle of "assess- plan-do-review". The progress of all pupils is monitored and assessed regularly by class teachers and discussed with the Senior Leadership Team and SENCo.



Concerns about a child's progress may be raised by teachers and parents through:

- Informal discussions with teachers, parents and teaching assistants
- Parents' evenings
- Staff meetings to discuss children
- Senior Leadership meetings
- Pupil Progress meetings
- Reviews of child's progress after class interventions
- Teacher completing SEND Request Form to raise concerns to SENCo
- SEN Analysis of data and assessments

Hyde Park has regular meetings every term between class teacher and senior staff members to ensure all children are making good progress. If a child is identified as making insufficient progress the school may decide to put an intervention (often called Intervention Groups) in place. This extra support aims to close the gap between a child and their peers. A teaching assistant, teacher or outside professional (like a Speech and Language Therapist) will run these small groups. Regular reviews take place to identify progress, and the next steps for the child.

However, some children have more complex needs and require increased support and further investigation to access learning further.

The school will discuss with parents/carers:

- the concerns they have
- any further intervention or referrals to other professionals available
- how we can all work together to support your child at home/school

At this stage it will be considered whether a child has a Special Educational Need as described in *Question 1*.

Q4: How does Hyde Park support a child with a Special Educational Need?

High quality teaching ensures that all staff support the needs of all groups of children within their classes. Differentiated planning and individual adaptations are made to the curriculum and the learning environment to support your child where necessary.

However, children with SEN need increased support to access learning further.

The school offers many different forms of additional provision for Children with SEN. This may include additional in-class or out-of-class support, one-to-one support, flexible groupings, access to specific resources, mentoring, counselling and a range of outside agencies. Additional provision is always matched to the needs of the child.

If a child has been identified as needing specialist input, referrals will be made to outside agencies with parent/carers permission. This specialist professional could be a Speech and Language Therapist, Educational Psychologist, Autistic Spectrum Disorder Outreach Team, Physical Difficulties Outreach Team, a Sensory service, a Learning Mentor, a Counsellor or Art therapist. These agencies will make further assessment of the child's needs to help school understand your child's particular needs.

Their recommendations may include:

- making changes to the way a child is supported in class
- giving support to setting targets
- Encouraging and enabling your child's inclusion in a group undertaken by school staff under the guidance of the outside professional
- adapting resources in school

Setting individual targets are important for a child with a SEN to ensure engagement in their own learning, behaviour and progress. Targets will be shared with parents and carers to ensure understanding and consistency of approach between home and school.

Regular reviews take place with parents, pupils, school staff and professionals to gain their views, monitor progress and identify future targets. One of our School Governors works with the SENCo in leading SEN in school.

We work closely with you, as parents/carers to ensure progress and success.

Q5: What training or specialist SEND expertise does Hyde Park staff have?

SEND awareness is kept on the agenda by the SENCo who provides teachers and support staff specialist training courses run by external partner agencies.

All staff have undertaken training led by a range of professionals to develop their knowledge and understanding of the four SEN areas of need and difficulties and how to support Children with SEN. Future training is always planned to match children's needs and to current national developments in SEND provision.

Training has included:

- Speech, Language and Communication Needs
- Autistic Spectrum
- Specific Learning Difficulties - Dyslexia
- Behavioural, Emotional and Social Difficulties
- Colourful semantics
- Supportive software for Children with SEN e.g. Clicker
- Additional Literacy interventions including Precision Instruction Reading and Spelling and phonics.
- P Levels (pre - National Curriculum Levels)
- ELSA (Emotional Literacy Support Assistants)

Further training for staff is ongoing supported 'in house' or through outside support.

Q6: What further external support can the school access to support Children with SEN and their families?

Many professionals are involved in supporting SEND pupils and their families at Hyde Park Junior School. All these, and many more, can be found in the directory within Plymouth City Council's Local Offer. This directory will give information on support available , targeted and specialist services across the city.



www.plymouthonlinedirectory.com

- Children's Integrated Disability Service –Plymouth (ChIDS)
- Communication interaction Team (CIT)
- Plymouth Parent Partnership
- Plymouth Advisory Service (PALS)
- Children's Speech and Language Service
- Plymouth Advisory Team for Sensory Support (PATSS)
- Children's Education Advisory Service for Service Children (CEAS)
- Multi Agency Support Teams (MAST)
- School Nurse
- Social services
- Inclusion work

Q7: How are parents/carers of and children with SEND supported to share their views and concerns?

We, at Hyde Park, really value our strong relationships with parents and recognise the importance of listening to parents' views and concerns and working together to secure the best possible outcomes for all children.

The school offers regular parent meetings with class teachers and Children with SEN where progress, interventions and support arrangements are all discussed and reviewed. We encourage and support parents and pupils to make an active contribution of their views to reviews and meetings with professionals.

In September 2014, in line with the 0-25 SEND Code of Practice, the school introduced 'Person Centred Planning' to focus on Children with SEN's individual learning journeys. A "one page profile" gives the child a voice and involves them in their own education. It sets out the child's strengths, what is important to them as an individual and their views in how they are supported in school.

Q8: Who is the person I should talk to if I have a concern about the support being provided for my child with special educational needs?


We very much hope that parents/carers will be happy with the provision for SEND at Hyde Park Junior School. However, if parents/carers have any questions or worries about support for a child, there are several ways to resolve this:

- talk to the class teacher
- talk to the SENCo
- talk to the Head Teacher


Additionally, [**Plymouth Parent Partnership**](#) offers impartial service and support to parents.

Q9: Where can I find information about the Local Authority’s Local Offer for children and families?

Specialist services and information on support available in supporting SEND pupils and their families across the city can be found in the directory within Plymouth City Council’s Local Offer.



**PLYMOUTH
ONLINE DIRECTORY**

[Directory](#) ▾ [Wellbeing Hubs](#) ▾ [News](#) ▾ 

SEND Local Offer

[Plymouth Online Directory](#) > [Directory](#)

The Local Offer explains the support and services that are available for children and young people with special educational needs and disabilities (SEND) aged 0 to 25 years.

[Find out more about the Local Offer](#) (including what the term SEND and Local Offer mean) and give us [feedback about the Local Offer](#).

For independent support and advice please contact [Plymouth Information, Advice and Support for SEND](#) (PIAS).

 <div>Early years 0 to 5 years old</div>	 <div>Primary 5 to 11 years old</div>	 <div>Secondary 11 to 18 years old</div>
 <div>Preparing for Adulthood</div>	 <div>Search the directory for organisations</div>	 <div>SEND decision making in Plymouth</div>

<https://www.plymouthonlinedirectory.com/article/182/SEND-Local-Offer>

Q10: How does the school support my child with Special Educational Needs when they join or leave the school?

At Hyde Park Junior School we recognise that 'moving on' can be difficult for a child with SEN or a disability and take steps to ensure that any transition is as smooth as possible.

- When moving classes in school:

A transition meeting takes place in advance between the present and new teachers when information is passed on. Visits to the new classroom and transition booklet with photos may be arranged for a child if necessary to support their preparation. At Hyde Park we currently have a one hour transition lesson, where the class meet their new teacher and do an introductory activity.

- If a child is moving to another school:

We will contact the new school's SENCo and ensure that they know about any special arrangements that need to be made for a child. All of your children's records are passed onto the new school directly.

- If a child is moving to Hyde Park Junior School:

We will contact the child's previous school to discuss their needs and any special arrangements that need to be made for them. The previous school will pass to us the child's records.

- In Year 6:

We support transition in a variety of ways depending on need.

The SENCo from Hyde Park Junior School meets with the SENCo from the secondary school to pass on information and discuss any special arrangements that a child has been receiving at Hyde Park.

Arrangements may be made for your child to receive Enhanced Transition at their new secondary school where possible.

The ELSA trained STAs in our school runs transition sessions for vulnerable children to prepare them for their next step into secondary school.

Guide for Parents of Children on the Autistic Spectrum who are transferring school:

www.aettraininghubs.org.uk/parent-guide