

# **Hartford Junior School**

## **SEND Information Report 2025**



### **Our commitment to children with SEND**

At **Hartford Junior School** we are fully committed to **inclusion**. We want all pupils to be fully involved in every aspect of school life, including lessons, activities, trips, experiences and after school clubs. We always strive to remove potential barriers to success.

We have **high aspirations** for SEND children and want them to become independent, engaged learners who have high self-esteem. Staff consistently work to ensure children's needs are catered for in all aspects of school life.

We work with parents, other professionals and other settings before children join us and as they transition to their next school to ensure they reach their full potential.

*The support received is brilliant ... a lot of my concerns are not seen in school due to masking, but they are listened to and acted on appropriately.*  
– Parent

### **What is a Special Educational Need? (Code of Practice 2015)**

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, or
- 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.

The four general areas of special educational need are:

- Communication and interaction
- Cognition and learning
- Social emotional mental health
- Sensory and physical needs.

### **What is a Disability? (Equality Act 2010)**

‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’ where ‘long term’ is ‘a year or more’ and ‘substantial’ is ‘more than minor or trivial’.

A person must not be discriminated against due to their disability.

### How does the school know if my child needs extra support or has SEND?

We may already know that your child needs extra support, or has a SEND, for example;

- If your child has come from Hartford Infant School or a previous school which has passed on information to us.
- If you have shared information with outside agencies with us.

It may be that we identify the SEND ourselves. Children are regularly assessed, teachers would notice, and act, if a pupil is not making expected progress. This may highlight that the pupil needs additional support. If this happens, we have clear paths to follow, and intervention can happen at each stage. A child will move through the steps if progress cannot be seen.

- The teacher will discuss the concern with the parent/guardian and will agree a plan of targeted support.
- The teacher will raise a concern with the Special Educational Needs and Disabilities Co-ordinator (SENDCo).
- The SENDCo may follow this up with an observation or further assessment. The SENDCo and teacher will decide upon a course of action (e.g. small group intervention, different strategies or additional resources). Parents/Carers will be involved and informed. We will collect the voice of the pupil.
- This may mean that the pupil requires an individual plan.
- If, after a period, we find that this course of action is not making an impact on the pupil's learning, behaviour or wellbeing then we may, with parental consent and involvement, make a referral to an outside agency such as a Specialist Teacher or Educational Psychologist.

### How is my child's learning tracked, assessed and recorded?

All children are included in our assessment and tracking throughout the year. They are tracked against their **baseline**.

We keep a SEND register of children receiving additional and or differentiated support.

Teachers keep track of children's progress and present this to the phase leads as Pupil Progress every other week.

Children with a SEND need have an **Individual Plan**. These contain important information about them including targets and provision in place and their voice. These are updated each term and are shared with parents, as parental voice is an important aspect of planning. The plans follow the **graduated approach** to intervention (see appendix 1) through an '**Assess, Plan, Do, Review**' cycle.

Children with an **EHCP** (Education, Health and Care Plan) will have all the above as well as an **annual review**, where all professionals supporting the pupil are invited to discuss and review their progress.

*I know I will get the help I need,  
even when I don't know I need it.  
– Year 5 Pupil*

### What support might your child receive?

It is important that ALL children have high quality teaching. Children at Hartford Junior School are catered for in carefully planned for groups/classes. This means teaching can be tailored to individual needs.

If a child needs additional support, we will implement intervention groups and additional resources. These groups can focus upon any area of the curriculum, social or physical skills.

It may be that a pupil with SEND needs focussed one to one time, to support them with a specific target or area of need. This support will be with a teacher, teaching assistant or outside agency professional.

Interventions are intended to enhance children's learning and increase their progress. Bearing this in mind, it is important to us that children do not miss out on high quality teaching in Maths and English, so children are not usually taken out of class during this time.

Our interventions are not necessarily just for academic difficulties. We know that there are social and emotional special needs, and we aim to tailor learning to address the overall well-being of the children. We are mindful of bullying linked to SEND and work rigorously to prevent this.

Some children need specialist equipment. We work closely with outside agencies to source and implement the use of this.

We understand that children with SEND are more vulnerable to bullying and this is closely monitored in line with our antibully policy. Are school ethos promotes understanding of differences and kindness shown to everyone.

### Who are the staff that might support my child?

Your child's **Class Teacher**, who will be your first point of call.

**Teaching Assistants** provide support in class, in intervention groups and on a one to one basis.

**The SENDCo** (Special Educational Needs Co-ordinator) is Miss Charlotte Deaves. She is responsible for the overall monitoring of education for children with special needs and ensuring that the SEN policy is implemented. The **Headteacher**, Mrs Rae Lee, is responsible for the overall learning of all pupils.

The **Inclusion and Family Worker** is Mrs Jennifer Crabb and she is able to support with social emotional mental health (SEMH)

**Specialist Support Staff** who are from outside agencies who work in partnership with school staff.

Our **SEND governor** is Mrs Abigail Shearing.

I can see the care and support that you all put into the students you have.

- Acorn Project Practitioner

### What other information will be useful?

Our SEN policy is on the school website.

**Cambridgeshire County Council** have a **Local Offer**. This is a “front door” to information about education, health and social care.

### **What information is included in the Local Offer?**

Through the web pages in the SEND section you can find:

- How educational settings support children with SEND
- Information about health services
- Information about specialist support services
- Information on the Education, Health and Care Assessment and plans
- Information on school transport
- Information about how schools are funded to support children with SEND
- Resources and guides

### **Here is the link:**

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

Cambridgeshire also have a **Parent Partnership Service**. They are there to offer impartial and confidential information and advice to parents of children with SEND. [www.pinpoint-cambs.org.uk](http://www.pinpoint-cambs.org.uk)

### Is the school site accessible for my child?

**Hartford Junior School** is all on two levels. We are always willing to make adaptations for children with specific difficulties. We take advice from the Occupational Therapists and other services where appropriate.

We have an accessibility plan which is part of the **Accessibility Policy**, this is available on the website.

### Enquiries

If you think that your child has SEN please speak to your child's teacher in the first instance, they will have the best knowledge of your child and will be able to answer your questions.

Please feel free to contact the SENDCo, **Miss Deaves**, if you have any further enquires. [cdeaves@hartfordjunioschool.org](mailto:cdeaves@hartfordjunioschool.org)

The school office staff can book you an appointment with her.

If you have any complaints about the school arrangements for SEND then please follow our complaints policy which can be found on our website.