



Welcome to SEND at Hamstel Junior School

SEND Policy & Information Report

September 2024 – September 2025

Key People	
Miss L Gale	<p>SEND Coordinator (SENDCo)</p> <ul style="list-style-type: none">I lead and manage SEND in school. <p>How to Contact us</p> <ul style="list-style-type: none">Hamstel Junior School
Mrs C Farrell	<p>Head Teacher</p> <ul style="list-style-type: none">I lead and manage the whole school. <p>How to Contact Me</p> <ul style="list-style-type: none">Hamstel Junior School
Miss J Williams	<p>Child and Family Support Officer</p> <ul style="list-style-type: none">I support families and children with the help they need.Safeguarding Lead <p>How to Contact Me</p> <ul style="list-style-type: none">Hamstel Junior School
Mrs Gilbert	<p>SEN Teacher</p> <ul style="list-style-type: none">I work with children with SEND in school.I support teachers with SEND pupils in school <p>How to Contact Me</p> <ul style="list-style-type: none">Hamstel Junior School

Welcome to Hamstel Junior School

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This Welcome SEN booklet is made for families. It is written so that you can find what you need easily. If you have any questions or comments, please get in touch.

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Hamstel Junior School

Excellence in Everything

Hamstel Junior School is a school for 7 to 11 year olds in Southend-on-Sea. We have 568 children in our 20 classes.



What is SEND?

A child has SEND if they have a **learning difficulty** or **disability** that we need to make **special provision** for.

Some key terms explained:

- **Learning Difficulty:** when a child finds it harder to learn than most children do.
- **Disability (that we need to make special provision for):** something that hinders a child from using our school facilities.
- **Special provision:** is support that is extra or different to what is typically provided.

What are our Values?

Every child with SEND can thrive. We do everything that we can to make sure that happens.

That means we:

- provide lessons that meet the needs of every child;
- make reasonable adjustments to lessons and our school environment;
- provide staff training to expand our SEND expertise.

What are our ambitions for children who have SEND?

We are ambitious for all children with SEND. We want them to make excellent progress. This means they will know more, remember more and be able to do more, despite their SEND.

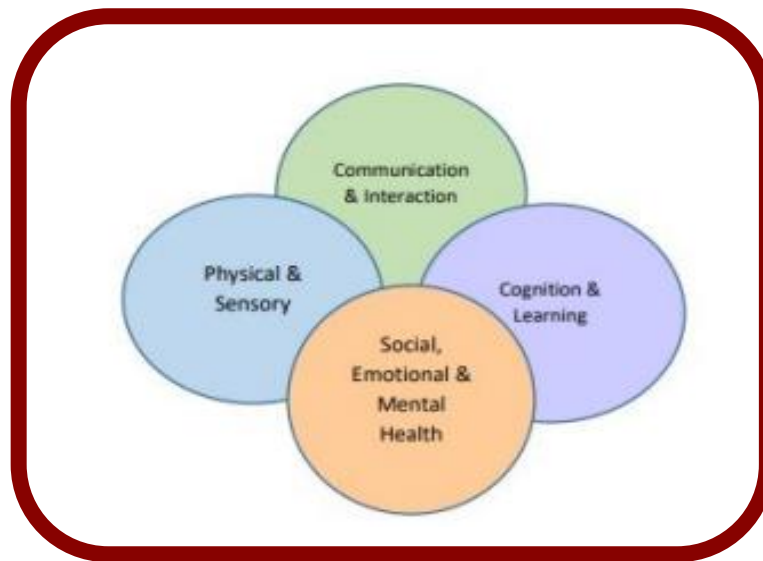
We want to give them the knowledge and skills they need for adult life. We think about both long term and short term.

In the long term, we want our children with SEND to:

- have excellent basic skills (especially in reading, writing and maths)
- have good friends and relationships
- live a healthy and independent life in the community
- be successful in work.



What are the types of SEND?



The four categories of SEND

Schools follow the guidelines from the government's SEND Code of Practice, where SEND is broken up into four categories:

1. Cognition and Learning (C&L), including:

- Learning difficulties;
- Dyslexia & dyscalculia;
- Focus, attention, or memory difficulties.

2. Communication and Interaction (C&I), including:

- Autism / ASC
- Social communication difficulties (other than autism);
- Speech & language difficulties (e.g. receptive language difficulties, selective mutism, tongue tie).

3. Social, Emotional Mental Health (SEMH), including

- ADHD;
- Anxiety;
- Dysregulated behaviour.

4. Physical / Sensory needs, including:

- Physical needs (e.g. cerebral palsy, dyspraxia);
- Deafness or hearing difficulty;
- Blind or visually impaired.

The majority of our pupils with SEND have more than one area of need. If a child is placed on the SEND register, they are always placed in the area of their primary need. Currently, we have 96 pupils identified with SEND, including 7 pupils requiring support via an Education, Health and Care Plan (EHCP). The number of pupils will change throughout the year, as children join or leave our school or are newly identified as having SEND.

For more information on this, please contact Miss L Gale, our Special Educational Needs and Disabilities Co-ordinator (SENDCo).



Identification of SEND



How do we identify SEND?

We will assess the child. This might be an assessment of reading, writing or maths. It could also be assessing a child's social skills or behaviour.

Some parents give us extra information to help us make decisions. For example, this could be an eye clinic report about sight loss, or an autism diagnosis letter.

Sometimes our assessment might be quick. Sometimes SEND only becomes clear when we assess a child over a longer period.

When we assess, we always look out for:

- A child making less progress than their peers
- A child making less progress than they did before;
- A child not closing the gap between them and their peers (despite any extra help that we have given).

Sometimes, we ask outside experts or specialists to assess children and give us advice.



Some of these experts might be:

- The Educational Psychologist (EP: the EP visits school on a regular basis)
- Local Authority (LA) Advisory/Support Teachers
- Victory Park/Sutton House- Alternative Provision
- Portico Academy Trust Inclusion Team
- The Speech and Language Therapy Service
- The NHS: G.P.s, School Nurse and specialists.
- Emotional Wellbeing and Mental Health Service
- Early Help and Family Support
- Visual Impairment Team
- Hearing Impairment Team
- Child and Family Mental Health Team

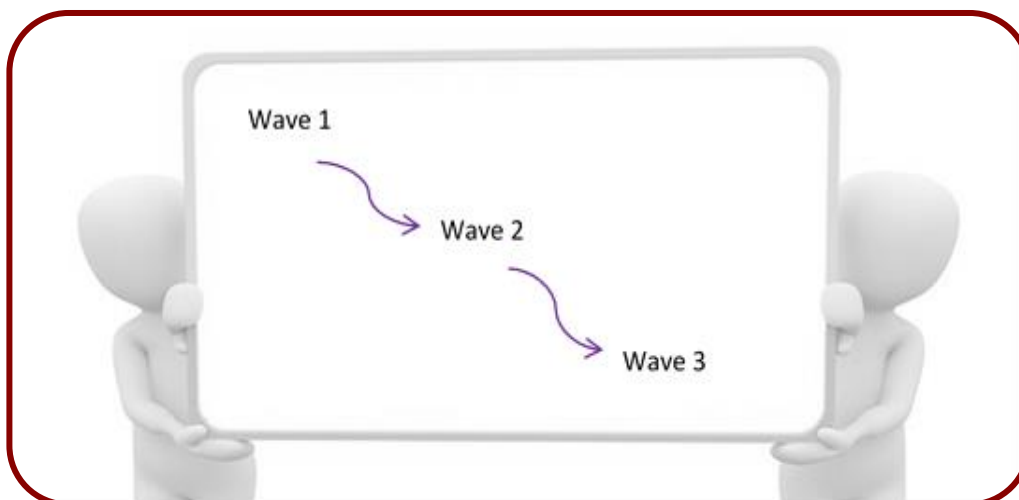
Is it always SEND?

Slow progress does not always mean a child has SEND. When we are assessing whether a child has SEND, we also consider other factors such as:

- Attendance
- Issues in that child's life (e.g. bereavement)
- Issues in school



How do we meet children's needs?



Overview

Children's SEND are varied. Not all children need the same level of support. Where need is higher, we usually take more actions. Where need is lower, we might only need two or three adjustments.

We match the level of support to the child's level of need. This matching is called our **graduated response**.

The levels of support are often called **waves** of support.

Schools have three waves of support:

- **Universal:** Support and opportunities that every child gets.
- **Targeted including SEND support:** Support and opportunities for children who need extra help.
- **Specialist:** Long term, ongoing specialist intervention and SEND support for children to meet their very bespoke, individual needs.

Teachers and support staff all work at all levels of support.

Universal Support

This is quality teaching lead by the class teacher. It includes:

- Teachers who are ambitious for all their children.
- Well planned lessons that are differentiated (i.e. adjusted) to engage all children.
- Resources that help all children succeed (e.g. writing frames, number lines).
- Opportunities for children to practice and use their learning in different situations.
- Teachers assessing children to help them know when to move on and what to teach next.
- Behaviour and reward systems that motivate children.
- Changes to the child's environment (e.g. a visual timetable, a calming area).



Targeted Support

This is for children who need extra support to catch up with their peers. It is often small group work, either in the classroom or elsewhere in school. For example:

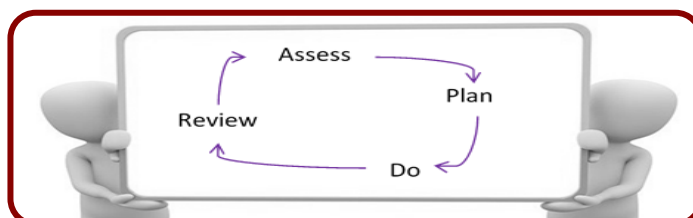
- Booster classes for English or maths.
- Additional adult support in lessons.
- Extra phonics sessions in a small group.
- Social skills groups.
- Anger management groups.
- Social Stories.
- Support with identified fine motor skills (e.g. buttons, hand strength exercises).
- Speech therapy intervention with a specialist.
- An individual positive behaviour programme.
- Regular and ongoing support from an OT
- Individual Learning Plan

Specialist Support

This means personalised SEND interventions. For example:

- Specialist and personalised programmes of support
- Individualised learning intervention
- Outreach involvement
- Sensory room and cubie
- Additional supportive resources

The SENDCo keeps a grid of our SEND programmes. We call this our *Provision Map*.



Assess, Plan, Do, Review

All our SEND support fits into a four-part cycle called *Assess, Plan, Do, Review*.

- Assess: We decide what the child's needs are.
Plan: We set targets. We decide how we support the child to meet these targets.
Do: Everyone follows the plans we've agreed.
Review: We look at how well the plans worked. We agree what to do next.

Each cycle takes one school term and there are three cycles per year.



Children's Targets



We set targets for children with SEND so that staff, parents, and children know what we are all working towards. These targets are part of a child's SEND Support Plan or My Plan.

We often call these **SMART** targets. SMART targets are:

- **Specific:** We say exactly what the next small step will be for the child.
- **Measurable:** We say how we will know if the child is meeting the target.
- **Achievable:** We will be ambitious for the child, but it still needs to be achievable.
- **Relevant:** We link it to the child's difficulties or what they need to achieve next.
- **Time bound:** Targets are normally set to for one term (10-14 weeks).

The personal onepage profile and targets show the child's strengths and the support they need.

Personal One Page Profile		Autumn 2022		
Class:		Review date:		
My aspiration for the future is to..				
Great things about me:		I like:	How you can support me:	
What is important to me:			I think my targets:	
SEN need	Communication and interaction Cognition and learning Social, emotional, mental health Sensory and/or physical needs.	Diagnosis Other agency involvement	ASD, ADHD, PP, lighthouse, hearing, LIA	
Pupils views:				
Parent views:				

Achievable targets are set that relate to the area of need or academic area.

Autumn 2022 SMART Targets						
DoB	Class	Reading age	Reading comprehension age			
Need	Communication and interaction Cognition and learning Social, emotional, mental health Sensory and/or physical needs.					
Outcomes						
Provision and strategies	•					
Review and comments	•					



Parental Involvement



The term “parents” refers to anyone who acts in the role of parent. This can include carers, other family members and, for children who are “looked after”, the local council.

Teamwork With Parents and Families

Parents/Carers are vital to the success of children with SEND:

- Their knowledge helps us to get a complete view of a child's SEND.
- They tell us what things work well at home (often good ideas from home can help the child in school).
- Parents/Carers use ideas from school to help the child at home.
- Parents/Carers share useful information with us to help us meet the child's SEND (e.g. clinic reports).
- Parents attend termly SEND Reviews so we can review their child's progress as a team.

When we think a child might have SEND, we discuss this with parents. This is so that we can:

- Find out more about the parent's views;
- Chat about what the next steps might be (this might include setting targets);
- Agree some long term goals (we might refer to these goals as outcomes).

Excellent teamwork between us and parents is very important to us.

Co-Production

The word *co-production* means parents being a key part of planning SEND support and what's provided for SEND.

Co-production is really important to us. Parents help by coming to SEND reviews and giving their input or by keeping us up to date on their child's life.



Support for Parents

SENDIASS Southend

SENDIASS is the **Independent Advice and Support Service** for parents.

The service is free.

They offer a range of help:

- Info on local groups and services
- Info on SEND laws
- Info on local council procedures for SEND
- Help to prepare for meetings (so you have your say and feel heard).



How can parents access SENDIASS?

Parents don't need anyone to refer them to SENDIASS. They can just get in touch:

- Tel: 01702 215 499
- Email: iass@southend.gov.uk
- Web: www.sendiasssouthend.co.uk/
- Facebook: www.facebook.com/sendiasssouthend



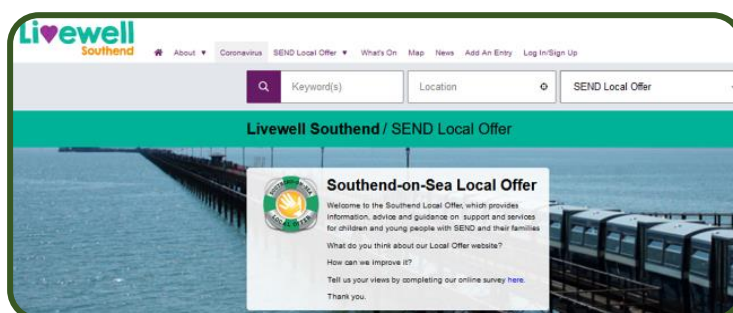
Apart from English, their key leaflets are available in the ten most spoken languages in Southend Schools:

- European: Albanian, Czech, Polish, Portuguese, Romanian
- Asian: Bengali, Chinese (simplified font), Malay, Tamil, Urdu

The Local Offer: <https://www.livewellsouthend.com/send-local-offer>

The Local Offer is a website that is written for parents and families. It helps them know 'what is out there' for youngsters with SEND in our local area. It includes:

- Support services
- Health services (e.g. contacts for the NHS speech and language team)
- Schools
- Leisure activities (e.g. SEN sports clubs)
- Contacts for SEN charities



Our staff, SENDIASS and the Local Offer can all help parents through the SEND maze.



The Role of Children



The role of children is to **do their very best** so that they **learn more, remember more** and **can do more** for the rest of their lives!

It is also important that adults listen to the views of children with SEND. The child's input can help us unlock extra progress.



Can a child with SEND join in day trips, residential trips, breakfast, after school and holiday clubs?

Yes – we make adjustments so that children who have SEND can join in all of school life.

Staff may need to talk to parents to plan adjustments. Or, a parent can talk to their class teacher or a SENDCo if they are worried that their child might need adjustments to be successful.

It is very rare that we must make the hard decision for a child to not attend – in the very small number of occasions this is due to safety, wellbeing, or both. We will always discuss this decision with parents.



More about our Team

“Every
teacher
is a
teacher
of SEND”



“Every
teacher
is a
teacher
of SEND”

SENDCo: Miss L Gale



- I oversee and co-ordinate SEND provision for children with I support and guide staff and parents so that children with SEND have both high-quality teaching and ambitious support.
- I advise on the use of school's SEND budget and resources to meet children's SEND.
- I work with the head teacher to plan how we will enhance our SEND work.
- I identify training needs that enhances staff skills.
- I liaise with secondary schools and other schools to help a smooth transition both in and out of our school.
- I am the key contact for external SEND support services.

Head teacher: Mrs C Farrell



- I set an inclusive ethos for the school.
- I lead and manage the staff team, including the SENDCo.
- I check on the quality of education. This includes SEND provision.



What do our teachers do for SEND?

- Teachers are responsible for the development of *every* child they teach.
- Teachers work closely with support staff to plan and review support.
- Teachers adjust lessons to make them accessible for every child.
- Teachers use assessments to plan inclusive lessons.
- Teachers follow advice from any support services.
- Teachers review each child's progress and plan the next steps.

What do support staff, including teaching assistants, do?

Support staff are a key part of helping children reach for the stars. They support children during lessons and can lead both SEND groups and 1:1 work inside and outside of the classroom.

Our Link Trustees

Our Link Trustee must “think SEND” when making decisions so that we become even more inclusive. We have one Trustee who has extra responsibilities – this is our SEND Trustee across the Trust.

Our Trustee Mr B Helen

- I overview long term plans for improving SEND in school.
- I monitor SEND in our school. This includes our legal duties.
- I meet with the SENDCO(s) three times a year.



When Children Join or Leave Us

(This is called transition)



How do we help children joining our school?

- We meet parents and talk to the current school to find out about the child's needs.
- We provide a Welcome booklet.
- The child visits school and gets to meet the adults in their new class.
- The child can have extra visits if needed.

How do we help children leaving our school?

- We link with the next school to share SEND information.
- We often support children having extra visits or talk to children about any worries about their new school.
- Transfer to secondary school is normally led by the secondary school. You can find more about how they manage this in their SEND Information Report.

We take the same approach if a child with SEND leaves our school before the end of Y6 (e.g. because of a house move). If a child moves school quickly or further afield, we may need to liaise by email or video calls.

Transition between Year Groups

Before the end of the summer term, teachers pass on SEND information to the new teacher and the child gets to visit their new class.

If needed, extra visits to the new class or transition booklets are provided to help children with SEND have a smooth transition to their new class.



Your Questions Answered

1. Does a child need a diagnosis in order to have SEND?

No. Some children do have a diagnosis (e.g. autism, ADHD), but we can address a child's SEND even if they don't have a diagnosis.

We know that families often want diagnosis so that they can be sure what is going on for their child. But, it's also important that we help the child as soon as we can – so we don't need to wait for a diagnosis to make adjustments for a child.

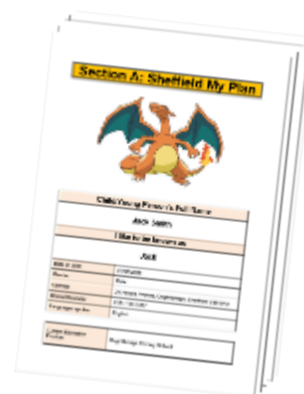
2. What is an EHCP?

EHCP is short for *Education, Health and Care Plan*. This is like a contract between a local council, school and parents.

Most children's SEND can be met without an EHCP - we use our SEND funding to do this. Some of these children will have SEND Support Plans (a plan that sets out their needs and how we'll meet them).

A small number of children with more complex SEND have an EHCP (about 2% of all children). Some of these children are in special schools and some are in mainstream schools.

More information on EHCPs can be found on the Local Offer website or you can ask our friendly SENDCo about EHCPs.

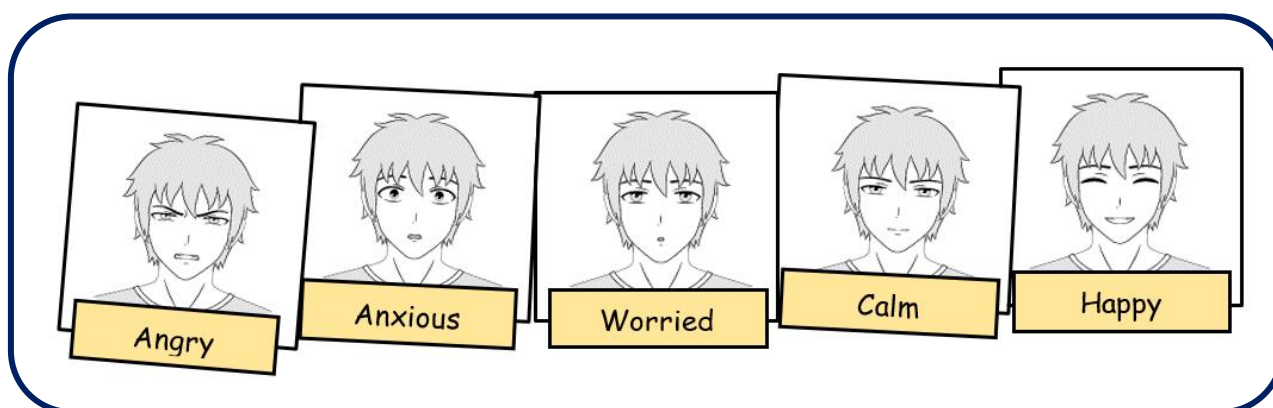


3. Are emotional difficulties always SEND?

No. Some children have time when they are withdrawn or sad (e.g. because of a death of a family member or loved pet).

When a child is distressed, this is often short term. We have a range of emotional support we can offer, depending on a child's difficulties.

Some adverse experiences lead to longer term or more severe emotional issues. If so, the child's difficulties might be assessed as SEND.



A Five Point Scale to help children learn about emotions.



More Questions Answered

4. What support is available for social and emotional needs?

We are proud to be a caring, nurturing and supportive school. We believe that children need to feel happy, secure and safe in order to meet their potential.

Every child is treated as an individual. If they exhibit challenging behaviour, we try to find the causes and then adapt so we can alleviate the behaviour.

Some of our support is available to all children:

- School assemblies about emotions and feelings
- Posters tell children who they can talk to if worried (our safeguarding team)
- Clear systems for managing behaviour
- Play equipment for children to enjoy at playtime and lunch time
- Staff who offer pastoral support

Some children also have extra support, including:

- Zone of Regulation to enable children to manage their feelings
- Lessons linked to a positive mindset and our feelings through our PHSE curriculum
- Small groups to support social skills
- Counselling and play therapy
- Ready to Learn Plans help some children regulate their emotions.
- Sensory room/Cubie
- Learning mentor support

5. Why don't schools include a child with autism or ADHD as having a sensory need on the paperwork or the school SEND register?

Every school must follow the government's SEND handbook. This is called the SEND Code of Practice. It tells us what categories of SEND we are allowed to use and what each category means.

The government's category "Physical / Sensory Needs" includes three specific sensory needs:



- | | |
|----------------------------|--|
| • Visual impairment: | Loss of some or all of their sight; |
| • Hearing impairment: | Loss of some or all of their hearing; |
| • Multisensory impairment: | Loss of some or all of both their hearing & sight. |

Each of these sensory needs refers to the loss of sight and/or hearing.

Children with ASD or ADHD can also have sensory needs but they have not lost the use of their senses. It's more that they might be over or under-sensitive to sights, smells or sounds etc. Their needs are usually about processing of sensory information rather than loss of vision or hearing.

Although we can't put these needs into the government's sensory needs category, it doesn't make a difference to the support that the child receives.



SEND and Looked after Children

LAC stands for Looked After Children. Being looked after means that parents are unable to care for a child and the council or court takes on parenting decisions. This can be temporary or permanent. There are a few ways the child's new care might be provided. Two common ways are foster care or children's homes.

NSPCC has a good explanation of LAC: <https://learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children>

Who's Who?

I lead LAC support in school. The full name for my role is "*Designated Teacher for Looked After and Previously Looked After Children*".

You can contact me through the school office

Miss L Gale

SENDCo/Designated LAC teacher

For our pupils who are LAC and have SEND, we:

- Monitor progress through a termly Personal Education Plan (PEP).
- Work well with LAC support services (e.g. social workers, the Virtual School Headteacher).
- Make sure LAC pupils with SEND can join in extra activities, by making extra arrangements such as:
 - Permission from both a social worker and a pupil's carer to allow them to go on a residential trip
 - Liaising with carers and taxi drivers so that a pupil is collected early and gets to school in time for the day trip leaving at 8.00am.
- Use Pupil Premium plus money to get the best outcomes for the pupil.
- Give LAC children equal access to SEND provision that is no less than they would get if they were not LAC.
- Support staff to understand the effects of loss or separation from birth families.
- Know that SEND can make it even harder for some LAC children to trust adults, and how we might overcome this.
- Have big ambitions for our pupils who are LAC and SEND. National data shows that this group of pupils aren't achieving well enough. We'll make sure that no LAC & SEND child is failed by us.

Extra Funding (Pupil Premium Plus)

We get extra money for LAC pupils and those who were LAC but aren't anymore (e.g. pupils who've been adopted after time in foster care). This money is called Pupil Premium Plus. From time to time, you might also hear it being called LAC Pupil Premium.

Being LAC and having SEND does not mean that a pupil is behind in their learning. For example, a LAC pupil who is very able at maths and English but experiences social difficulties that are identified as a SEND.



Other Information

Exclusions

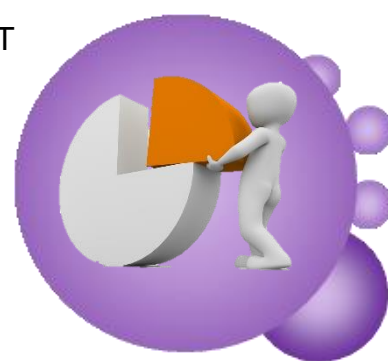
We reduce the risk of exclusions by making adjustments to help everyone fully access life in school.

However, you can find out more about exclusions in our **Behaviour Policy** on the policies page of our website.

Evaluating our SEND Policy

We have five key ways to check how well our SEND policy is working:

1. Monitoring the progress children have made.
2. Monitoring how well children with SEND meet their SMART targets.
3. Regular reviews of interventions with teachers and support staff.
4. Our leadership team visit classrooms to observe and look through children's books.
5. Listening to the views of parents, families and children.



Our SENDCo and leadership team are in charge of evaluating our SEND policy.

Where to find more SEND Information?

Visit our website, www.hamsteljuniors.co.uk to read other policies that link to SEND:



- **Accessibility plan**
A three year plan to be a more inclusive school.
- **Behaviour Policy**
Rewards, rules, sanctions and much more.
- **Anti-bullying**
Information on our approach to tackling bullying
- **Medical Policy**
Support for children with medical conditions and what we do about medicines.



Want to read more?

If you want to read more, these are the key SEND rules and laws:

SEND Code of Practice

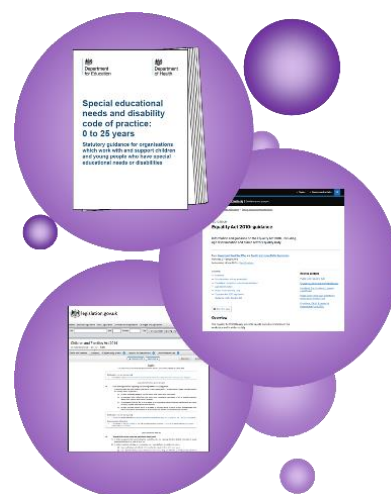
- This is the Government's SEND rulebook.
- Find out more [here](#).

Equality Act

- This 2010 law outlines our duties to make reasonable adjustments and not discriminate.
- Find out more [here](#).

The Children & Families Act

- This 2014 law outlines our duties for children with SEND.
- onwards).



Status of our SEND Policy

This policy is statutory. That means that the law says schools must have a SEND policy and a SEND information report. The DfE say that these can be a single document.

We use a single document so that it is easier to find out about our SEND work. This booklet has all the essential parts of both the SEND Information Report and SEND Policy.

Evaluating our SEND Policy

The SENDCo and other school leaders have five key ways to check how well our SEND policy is working:

1. Monitoring how much progress children have made.
2. Monitoring how well children with SEND are meeting their SMART targets.
3. Regular reviews of interventions with teachers and support staff.
4. School leaders visit classrooms to observe, or looking through workbooks.
5. Asking parents and children about SEND in our school.

Reviewing this policy

We review this policy every 12 months. Our SENDCo is in charge of the policy review which our link Trustee also discusses.

We hope you found this SEND document helpful. Thank you for reading.

We welcome questions and comments – please get in touch with our SENDCo.

