Meeting the Needs of Children with Special Educational Needs and Disabilities
SEN Information Report (Local Offer) 2023-24

Hollybrook Junior School– A member of the Jefferys Education Partnership

If you have any questions about any information in this report please contact:
Clare Clifford – Deputy Head/ SENCO deputy@hollybrookinfant.co.uk

For further information about the Southampton City Council local offer please follow the link below:
https://www.southampton.gov.uk/localoffer

Abreviations used in this report:
SEND – Special Educational Needs or Disability
SENDco – Special Educational Needs & Disability Coordinator

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

	What is available for all pupils (Universal provision)	What is available for targeted pupils (targeted support)	What is available for individual pupils (targeted provision)
Teaching Approaches	All children are taught by qualified teachers and follow the National Curriculum. All staff have high expectations of their children. The senior leadership team carry out regular observations in the classroom to ensure the quality of teaching. The school regularly monitors your child's progress and attainment. Targets are reviewed half termly and if a pupil is not making enough progress an intervention will be put in place. Parents' evenings are held twice a year and an annual written report is sent to parents in the Summer Term. Assessment for Learning (AFL) lies at the heart of all teaching to allow the needs of all pupils to be met, informing teachers planning and next steps for learning. The school follow the Education Endowment Foundation 5 a day principles of Explicit instructions, Scaffolding Metacognition/ Cognition, Flexible groupings and Use of IT which teachers employ to support learning and improve outcomes for all pupils, including those with Special Educational Needs.	Assessment for learning is used to identify children who need additional time and practice in order to master the skills and concepts they are being taught. These children will often be put into small groups within the class and supported by either the class teachers or by Teaching Assistants as appropriate. Occasionally, children might be withdrawn from the class to take part in a particular intervention strategy in order to help them close the gap between them and their peers. The effectiveness of any intervention strategy is regularly monitored to ensure that it is working, and progress is made.	For a few children the work needs to be adapted to meet their individual needs. Learning tasks are differentiated to meet individual children's needs. There is careful targeting of individual support for pupils with Individual Educational Plans (IEPs) and Individual Positive Behaviour Plans (IPBPs). These are regularly reviewed and updated to ensure that the children are making progress. Interventions are put in place for pupils who are not making good progress. Parent conferences with the SENCO

Learning / curriculum approaches	Children and young people will have full access to the National Curriculum and Religious Education. The curriculum will be adapted to take account of each child's particular needs and will be modified to suit each child's academic and personal development.	The school identifies children with special educational needs in a number of ways, primarily by the class teacher monitoring the work in their books and their contributions in class on a daily basis. Children are assessed regularly, and parents are always informed of any concerns regarding their children's progress. Gaps in learning are identified and planning and interventions are adapted to focus on these. Children are supported in small groups and individually in addition to adapted class work.	The school responds to any concerns raised by parents. The Special Educational Needs Co-ordinator may carry out additional testing when additional educational needs are identified and outside agencies may also be involved. IEPs are written and reviewed by the pupil, class teacher, SENCO and parents. Following the advice and ongoing support a specialised programme will be put in place and where necessary Education Health and Care Plans are applied for.
Support	Instructions are simplified and supported with visual and practical learning experiences. There is a focus on a creative curriculum, with subjects being taught through topics and real life contexts being used for learning. Visual aids are used in classrooms and during lessons to support all children; this is best practice for children with English as an Additional Language (EAL) and children with learning difficulties. The school uses activities to develop problem solving skills and memory skills.	Access to small group work with teachers and teaching assistants who then use structured programmes to further support and reinforce the learning. The outcomes of this are shared with the class teacher who uses them to inform planning and next steps. Work is differentiated, learning outcomes and progress are monitored by both the class teacher and the SENCO. A structured individualised multi-sensory, multi-modal programme of work to develop cognitive skills and literacy and numeracy skills with plenty of opportunities for over learning and consolidation of concepts. The school works hard to foster and champion parent voice and support for children with	Children with SEND in school may also be supported by external agencies and parents are always consulted. The primary contact for these agencies is the SENCO although class teachers and Teaching Assistants are also involved. The Head, Deputy Head and SENCo monitor Child Protection Issues and Children Looked After Children, where appropriate support is sought from outside agencies. The school uses a Speech and Language Support Assistant (SALSA). She supports children who have additional speech, language and communication needs.

		SEND. There is a parent forum who meet with the SENCO regularly to help develop SEND across the Junior School. The school also run SEND play and stays where events are Work to develop independence and organisational skills, which includes working on targets agreed with the child.	
Accessibility	All parts of the lower floor of the school can be accessed by all children. Children at the schools are taught how to move around school safely. There is a stair lift which can be sued to access the main hall.	Routines for moving around school can be adapted for additional needs. If individuals are finding moving around school more difficult amongst other children, an individualised plan for accessibility can be made. If a child's ability to access parts of the school changes short term (for example, through a broken limb or surgery) this will be addressed with the SENCo.	There are two levels of the Junior school with the 2nd floor only being accessed by stairs. Classes can be organised with additional needs in mind to ensure all children can access their classroom. We always follow advice from agencies such as Physio to ensure children with additional needs are safe when moving around school. A risk assessment would be put in place to support safe movement around school.
Environment and physical resources	Hollybrook Junior School is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school community. Outdoor areas are used to support learning and enhance the curriculum. Parents are welcomed and encouraged to visit the school to discuss individual needs prior to application.	The school encourages extra-curricular clubs and sports activities to develop social and interactional skills with opportunities to work cooperatively with peers. These are available to all children and all children are encouraged to take advantage of these. The school will work with outside providers of clubs to ensure children with disabilities can be catered for in these sessions. The school prepares children for changes and provides support to manage unpredictable events. The school uses the Social Emotional Aspects of Learning materials; this provides a supported, structured programme of work	The school is committed to developing the whole child and where necessary our staff provide one-to-one support for children who need additional emotional support. The SENDco co-ordinates multi-agency working to support children with disabilities which includes providing any specialist equipment or adaptations that may be needed. This could be by adapting resources to support disabilities such as enlarging text, the use of writing slopes, wobbly cushions etc. Teachers and support staff receive specialist training as required to support the medical needs of individual children.

		which aims to develop social and emotional skills. This allows the children to work well with others and make better progress.	There is an Accessibility policy which ensure children with disabilities are able to access all parts of the school environment and facilities within this.
Emotional	Hollybrook Junior school is developing a Trauma informed approach culture to support all children. The school has an ethos of kindness and caring which encompasses equality and all children being equal and trated equally within the school community. Staff and children are tasked with upholding this values across the school. Hollybrook Junior School works hard with parents to meet the needs of all pupil's social, emotional and behavioural development. The school uses a variety of social and emotional learning materials and real –life experiences. Behaviour difficulties are dealt with fairly and consistently in line with the school's behaviour policy (available to view on the school's website).	The school runs a number of intervention groups led by trained support staff to help children to develop their social skills. After an initial assessment the children are grouped according to their needs and they work through a structured program to help them develop their self-awareness, self-esteem, friendship skills and social skills. Their progress is monitored termly to determine how long they need to be part of the groups and how well they are transferring the skills they are learning back into the classroom.	At Hollybrook Junior School we have one ELSA (Emotional Learning Support Assistant) 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 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 and to ensure their needs are met and any emotional barriers to learning are reduced.

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

Question	**Answer**
How does Hollybrook Junior School know if children need extra help? What should I do if I think my child/young person may have special educational needs?	*Hollybrook has strong pathways when identifying and supporting children who need extra help. Staff are approachable and there is an open-door policy across the school. Staff are supportive of parents and children. Parents can always talk to teachers or the SENCo and this feel supportive to parents. Hollybrook action interventions and IEPs where necessary and parents are part of this along with school staff.* *All children are treated equally in the school.* *The school also have a school SEND parent forum who work together to support SEND from a parents viewpoint. This forum also runs Parent Stay and Plays for parents of children with SEND and children to build a supporting community amongst the school community.*
How will staff at Hollybrook Junior School support my child?	*Your child's class teachers and the SENDco 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/individually with adults.. Sometimes a pupil requires support to access the curriculum or to manage his or her behaviour/ emotions, or to work on his/her social skills. In this case the school ELSA may support your child in becoming a successful member of the school community. This will all be explained to you by the class teacher or SENDco.* *School are willing to engage outside of usual procedures- again, school has an open door policy and welcome any communication with parents.* *Parents are invited in termly to receive IEPs with teachers and their child.*
How will the curriculum be matched to my child's needs?	*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.* *The school adapt learning to meet the needs of the children and closely development knowledge inline with progressions maps.*
How will I know how my child is doing and how will you help me to support my child's learning?	*The school recognises the importance of working with parents. There are scheduled parent meetings in the Autumn and Spring terms and you can always ask for an additional appointment to speak to your child's class teacher or the SENDco at a mutually convenient time. In addition to this, at the end of the Summer term, you will have a chance to meet the teacher your child will be having the following academic year. You will receive a written report at the end of the school year. We will always ask to see you if we have concerns about your child's progress. If your child has an Education Health and Care plan, an annual review is held according to the guidance in the SEND Code of Practice.*

	Parents/carers are invited in 3 times a year to review IEP targets and form new targets together. Communication books are used for home/ school communication where appropriate.
What support will there be for my child's overall well- being?	*The school ELSA supports children individually or in small groups to support children's emotional needs as and when required. We also can refer families to the Educational Welfare Officer, school nurse and a Speech and Language therapist. Teachers and support staff work closely together with parents to ensure good communication and any challenges around well-being. Teachers and support staff are very good on the ground and support children throughout school life.*
What specialist services and expertise are available at or accessed by Hollybrook Junior School?	*We can link with other professionals such as Child and Adolescent Mental Health, Social Care, Educational Psychology, Occupational Therapy, Physiotherapy and Speech and Language therapy. Outreach support from specialist schools in the city can also be accessed. As part of the Jefferys Education Partnership, the school employs an Educational Psychologist and a Speech Therapist who are in school one day a fortnight. This means that a greater number of children can be seen.*
What training have the staff supporting children and young people with SEND had?	*Our SENDco is a qualified teacher with the Masters Level National Accredited SENDco qualification. All staff receives regular training and updates from outside agencies such as the Educational Psychology service and SALT. The school nurse also provides training, as needed, on asthma, diabetes and epi-pen use.*
How will my child be included in activities outside the classroom including school trips?	*We make every effort to include all pupils on school trips. However, this is subject to a school risk assessment. If there are concerns, we will always seek to make adaptations such as taking additional staff or in some cases asking parents to come along. However, in some exceptional cases your child may not be able to attend if it is not possible to put sufficient support in place to keep your child and the other children safe while they are away from the school environment. This will be considered on a case-by-case basis and discussed with parents beforehand.*
How accessible is Hollybrook Junior School?	*We make every reasonable adjustment possible to ensure that all children can access the school building, which has included installation of accessibility slopes for wheelchair users etc. The school is set on two levels with stairs. Adjustments have been made with regard to allocation of classrooms and year groups to ensure that children are able to attend where their access to upstairs has not been possible. There are ramps positioned around the outside doors of the school to enable access for children in wheelchairs. We have a disabled toilet in the school. There is also a disabled car park space in our school car park.*
How will the Hollybrook Junior School prepare and support my child to join the school and then transfer to a new school?	*The Year 6 teachers, ELSAs and SENDco support children with transition to their new school. This can be through liaising with SENDcos/support staff from other schools and through provisions such as social stories. We work closely with Pre-schools/ previous school to ensure a smooth transition. If your child has a statement of special educational needs, or you are a carer, then your child's*

	needs will be discussed with the SENDco of your chosen Junior/Primary School. Social Stories are written for children who might struggle with the transition process.
How are the school's resources allocated and matched to children's special educational needs?	*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 an Education Health and Care Plan, we will ensure that the provision specified is provided.*
How is the decision made about what type and how much support my child will receive?	*The Class teacher and the SENDco will discuss the needs of the children and put appropriate intervention in place. The leadership team hold regular meetings with each class teacher to discuss pupil progress. If there is a need for some extra support this will be agreed by everyone who is involved in supporting your child. This is always discussed with parents before intervention is put in place and targets agreed together.*
Who can I contact for further information?	*Your first point of contact if you want to discuss something about your child is your child's class teacher. You can make an appointment by either emailing or telephoning the school office. Alternatively, you could arrange to meet with Mrs Clifford; SENDco or Marcella Dobson-Headteacher to discuss any concerns you may have regarding your child's Special Educational Needs or the level of support they are receiving. Email:* deputy@hollybrookinfant.co.uk or marcelladobson@hollybrookschools.co.uk *If you would like to apply for a place at Hollybrook Junior School, please contact the school to arrange a visit.* *Please see also the Southampton City council local offer:* *https://www.southampton.gov.uk/localoffer*

Frequently asked questions from the point of view of a child:

Question	Answer
How does Hollybrook Junior School know if I need extra help?	*Your teachers track your progress and they will know if you need extra help.* *Adults are always around to help any child- the teachers are fab!*
What should I do if I think I need extra help?	*You can talk to someone at home and they can talk to your teacher. You can also talk to your teacher or an ELSA*
How will my work be organised so that I can cope and get it all done?	*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.*
If I have difficulties how can I be involved in planning my learning?	*Your teacher will share your targets with you. If I have an individual Education Plan (IEP) I will be involved in the target setting. If I work with the ELSA, I will also be involved in setting targets to work on in class during and after my ELSA programme.*
Who will tell me what I can do to help myself and be more independent?	*All the staff at Hollybrook Junior School can help you to become independent, but if you feel really worried then talk to your preferred adult.*
What should I do if I am worried about something?	*Talk to your teacher, the support staff, or any other familiar adult in the school.*
How will I know if I am doing as well as I should? Don't worry because our teachers will let you know quickly if there is a problem.	*Your teacher will talk to you about how you are doing and make regular comments about your work in your books. You will have a school report each year, and your teacher will meet with someone from home to explain to them how you are doing*
How can I get help if I am worried about things other than my school work? 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 an Emotional Literacy Support Assistant.*
Are there staff in school who have been trained to help young people who need extra help?	*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 with supporting children with special educational needs.*
Can school staff get extra help from experts outside the school if they need to? (e.g. advice and training on medical conditions)	*We work with lots of people who can support you, for example, Educational Psychologists, Speech therapists, the school nurse and social workers.*

If I have difficulty in taking part in school activities, what different arrangements can be made?	*It depends on what the difficulties are but we will always work hard to make sure that all children are able to be included in all school activities.*
What extra help is there to help me get ready to start at my school?	*The ELSA and Senco will support you with transition to your new school. They will introduce to your new teachers and people who will be helping you.*

What should you do if you feel that the support outlined in this SEN Information Report is either not being delivered, or is not meeting your child's needs?

- You should contact your child's class teacher in the first instance and/ or talk to Clare Clifford (SENCO) deputy@hollybrookinfant.co.uk (Clare is SENCo across Hollybrook infant and Junior School)
- Following this you could make an appointment to see the Head Teacher – Marcella Dobson email: marcelladobson@hollybrookschools.co.uk or via the school office: 023 80771528
- If you are not satisfied that your concerns have been adequately resolved then please write to:
  Mr Bob Farmer
  Hamwic Trust Offices: Unit E, The Mill Yard, Nursling Street, Southampton SO16 OAJ