



SCHOOL
MEMBER



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SEND Information Report

Hepworth Junior and Infant School 2026-2027

This document shares the SEND information for Hepworth Junior and Infant School. Visit our website SEND page for further information:

<https://hepworthpri-kgfl.secure-dbprimary.com/kgfl/primary/hepworthpri>

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs & Disabilities (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND.

At Hepworth Junior and Infant School, we recognise the wide range of abilities, aptitudes and interests of pupils in our planning, teaching and assessing. We strive to meet the needs of all our pupils irrespective of their abilities or difficulties.

We recognise that at some point in any child's time at Hepworth J&I School, they may require additional support to reach their potential. Regardless of the need and the length of time for which support is required, the school will meet that need wherever possible. If this support cannot be provided by our experienced and highly-qualified staff, then we will seek direction and advice from external specialist support to ensure that, to our very best ability, all children's needs are met.

What are the objectives of the School's SEND provision?

- To ensure access to a broad, balanced and relevant curriculum for **all** children.
- To identify children with additional needs and disabilities at the earliest opportunity.
- To identify the nature of the additional need or disability and to implement appropriate learning, behavioural and social skills programmes to meet that need as far as resources will allow.
- To raise the self-esteem of children with additional needs and disabilities.
- To encourage a parent partnership and, with it, involvement in a child's learning.
- To promote effective liaison between staff, parents and outside agencies.
- To support staff in ensuring that **all** lessons are inclusive for **all** children.
- To ensure continuity across all 3 Key Stages.
- To ensure that SEND is represented and celebrated in all aspects of school life.

In developing this offer, SEND children are understood to be those who have significantly greater difficulties in a particular area compared to children of the same age. This also applies to children who have a disability which hinders them from accessing the provision generally provided for their peers in mainstream settings.

The four broad areas of need are as follows:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

How do we identify children with a special educational need?

The school works in line with the Code of Practice principles in that we assess each pupil's skills and level of attainment when they start at the school.

We then continually assess each child's progress throughout their time at Hepworth School. If a child is making less than the progress we would expect for their age or individual circumstances, then a conversation is had with the SENDCo. If our concern about their progress is significant, or appears to be a more permanent issue (whether this is academic or emotional and social) we will, in consultation with parents, consider whether they have additional needs.

When a need is identified and children are placed on the SEN register, a support plan (IEP or i-apdr) may be set up showing clear, small step targets and the provision that will be put in place.

Who are the best people to talk to in school about my child's difficulties with learning / special educational needs or disability (SEND)?

1. Your **first point** of contact is your child's **Class teacher** who is responsible for:
 - Monitoring and reporting on the progress which your child is making, and identifying, planning for and giving any additional help your child may need. This could be in the form of additional differentiation or adaptations of the lessons, an intervention group activity, targeted work, pre-teaching, over-learning, additional classroom support or precision teaching. They will inform the SENDCO (Special Educational Needs and Disabilities Co-ordinator) and parents about any additional support your child is receiving.

- Individual Education Plans if appropriate. These will be shared with parents/carers regularly and reviewed, before future targets are set.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

You, or your child's class teacher, may wish to talk to;

The **SENDCo – Special Educational Needs and Disabilities Co-ordinator** (Miss Vicky Bainbridge) who is responsible for:

- Coordinating all additional support for pupils with special educational needs or disabilities (SEND) and developing the school's SEND Policy to ensure all pupils receive a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are involved in supporting their child's learning at home; kept informed about the support their child is receiving and involved in reviewing the progress made towards their targets
- Liaising with professionals who may come into school to help support the child e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in the school are known) and making sure that there are records of your child's progress and needs.
- Monitoring, tracking and analysing the progress of all SEND pupils.
- Providing specialist support for teachers and support staff in the school so that they are able to fully meet the needs of each individual child.

The **Head Teacher** (Mr Mark Crouch) who is responsible for:

- The day to day management of all aspects of the school; this includes the support for pupils with SEND.
- Working with the SENDCo (Miss Vicky Bainbridge) and class teachers to ensure that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

The **SEND Governor** (Mrs Lisa Hoad) who is responsible for:

- Ensuring that the school has provided the necessary support for any pupil who attends the school with SEND.

How will the teaching be adapted for my child with SEND?

Wave 1, or Quality First teaching – this is the learning that takes place each day during class lessons. Making this engaging and accessible to ALL children is the number one strategy for ensuring that ALL children (including those with SEND) make the maximum progress possible and achieve their potential. Class teachers plan lessons according to the specific needs of all groups of pupils in their class, making appropriate adaptations to ensure that your child's needs are met.

This means that:

- The teacher has the highest possible expectations for your child and all pupils in their class.

- All teaching is based on building on what your child already knows, can do and can understand.
- Different methods of teaching are in place (suited to different learning styles) so that your child is fully involved in their learning.
- Specific strategies (which may be suggested by the SENDCo or outside professionals) are in place to support your child to learn.
- Your child's teacher will have carefully checked on their progress and may have decided that they have gaps in their understanding/learning and may need some extra support to help them make the best possible progress.
- Your child may be given individual targets to show the next steps in their learning.
- Support staff may work with your child, under the direction of the class teacher, for specific lessons to ensure that they fully access the lesson. This may be in small groups or on a 1:1 basis.
- Specific resources and strategies may be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs.

In addition to the above, every class at Hepworth School uses:

The Zones of Regulation: a resource that helps children recognise and understand their emotions, and is used in partnership with the 'feelings door'. The zones are displayed in each classroom and regularly referred to, helping children to understand the 'zone' most appropriate for learning and good learning behaviours. Individual classes may also explore different aspects of the Zones, including strategies to help them manage their emotions.

A Visual timetable – this is changed on a daily basis and referred to by the teacher each morning so that all children fully understand what will be happening during the day.

Working Walls – These are walls in the classroom that are used as a teaching resource. Each class has a working wall for reading, writing and maths and they will have key pieces of information/ visuals to support the children in their learning.

What are the other types of support available (outside Wave 1 teaching) for children with SEND?

Wave 2 Teaching: This is targeted work with a smaller group of children. This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning, which means they have been identified by the class teacher as needing some extra support in school. This is called an **Intervention Group** and may be;

- Run in the classroom or another space outside the classroom
- Run by a teacher or Teaching Assistant who has had appropriate training.

For your child and yourself, this would mean;

- Your child will engage in group sessions with specific targets to increase progress.

- A teacher, teaching assistant or outside professional (such as a Speech and Language Therapist) will run these small group sessions using targeted planning with specific objectives
- These groups are designed to be short and specific in how they are run with clear success criteria. They will run for a specific length of time and will ensure that your child misses minimal lesson time out of the classroom.

Wave 3 teaching:

This is targeted individual support, and is available for children who have been identified by the class teacher and SENDCo as needing a higher level of individual or small group teaching.

They will have an individual support plan, outlining clear, small step targets and strategies to help them make the desired progress.

Your child may also need specialist support from a professional agency outside the school. These agencies include; Speech and Language therapy (SALT), Occupational Therapy, Sensory Impairment (Hearing or Visual), Specialist Outreach Service (outreach covers all 4 areas of need), Educational Psychology service etc. A referral process is in place for school to access these agencies and there is a criteria to meet. Additional to this the SENDCo may present your child's case to the local Cluster. This is a panel of SENDCos and professionals who suggest strategies and next steps. The case will then be reviewed throughout the following terms. In order to proceed to an EHCP assessment your child will need to be known to the Cluster.

At the highest level of need, it may be that this support cannot be provided from the budget available to the school.

If we feel that we need to apply for extra funding to meet your child's needs, the school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of funding that will be provided for your child.

After the school have submitted the request to the Local Authority, which contains detailed information about your child's needs including your views, they will decide whether they think your child's needs (as described in the paperwork provided), are complex enough to require a statutory assessment. If this is the case they will ask all professionals involved with your child to write a report outlining your child's needs.

Your views as parents and your child's views will be central to this process.

The Local Authority will then decide whether your child's needs are of a severity or complexity that they will need a higher level of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs, known as an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the previous level of support by implementing an Individual Education Plan or an i-apdr (a plan used for children requiring a higher level of SEND support). They will also set up a meeting in school to put a plan in place ensuring that your child makes as much progress as possible.

The EHCP will outline the banding of support that your child will receive from the Local Authority and what strategies must be put in place. It will also have long term goals for your child.

A plan will also be created to support your child's next steps. This will be reviewed with you and new targets set regularly.

An additional adult **may** be used to support your child with whole class learning, implement individual programmes or support small groups, which would include your child.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, initially, speak to your child's class teacher. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Head Teacher.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress with their learning, or needs help managing their emotions, the class teacher will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have. They may plan some additional support for your child and create an Individual Education Plan.

How are the teachers in school helped to work with children with SEND and what training do they have?

The SENDCo's job is to support the class teacher in planning for children with SEND. The SENDCo attends the local Cluster group where children's needs can be discussed anonymously (with parent/carer consent given first) with Educational Psychologists and other SEND colleagues sharing their expertise. The SENDCo may also set up a meeting with you to discuss possible referrals to outside professionals to support your child

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class / school. In addition, the SENDCo and Head teacher look for opportunities of professional development for all school staff.

How will we measure the progress of your child in school?

Your child's progress is continually monitored by their class teacher.

In addition to the assessments used in class to measure progress, your child will have their progress monitored through the evaluation of targets set on their Individual Education plan, or on other documentation.

The progress of children with an EHCP is formally reviewed at an Annual Statement Review.

How will we support your child when they are joining or leaving this school? Or moving to another class?

Before starting Hepworth Junior and Infant School:

You may want to tour the school. You can do this by telephoning the school and requesting an appointment to look around.

When admission details are collected we ask if your child has any SEND.

The Head Teacher then passes this information onto the SENDCo who will contact you to arrange a meeting to discuss your child's SEND.

We arrange transition days for both children and parent/carers

We may arrange a transition meeting with the current provision, parents and any professionals involved to discuss your child's transition to Hepworth J and I School and to prepare for the necessary provision to be in place for when they start.

A member of staff may visit their current setting to observe your child.

When moving classes in school:

Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. All SEND documentation will be shared with the new teacher.

Your child may take part in additional transitional activities.

If your child would be helped by a book to support them understand moving on then it will be made for them. This may contain pictures of new teachers, the classroom etc.

In Year 6:

The School SENDCo or class teacher will communicate with the High School (or other Key Stage 3 provision), SENDCo or Head of Year to discuss the specific needs of your child.

A personal passport of need will be devised and sent to the new school alongside copies of any paperwork.

Your child may take part in focused learning about aspects of transition to support their understanding of the changes ahead.

Your child may take part in additional transition visits.

If your child has an EHCP (Educational Health Care Plan), the SENDCo from the High School will be invited to the Annual Review of this plan when they are in Year 6.

Any outside agency reports are shared securely with the SENDCo at the High School.

If your child is leaving Hepworth Junior and Infant School:

Extra transition sessions may be organised for your child to visit their new school.

We will contact the school SENDCo and ensure that they know about any special arrangements or support that needs to be made for your child.

We will arrange a transition meeting with the new school to discuss your child's needs.

Information about the Kirklees Local Offer:

The Children and Families Act (2014) takes forward the Government's commitments to improve services for vulnerable children and support building stronger families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background.

The Act reforms the systems for adoption, children who are looked after, family justice and special educational needs and disabilities.

Local authorities are required to publish a 'local offer' of support.

The Kirklees Local Offer provides parents / carers of children with SEND with information, advice and guidance about support, services and activities that are available to those living in Kirklees.

Kirklees Council Local Offer can be found at:

<http://www.kirkleeslocaloffer.org.uk/>

Please do not hesitate to contact the school SENDCo, Miss Vicky Bainbridge, should you have any queries, or require any further information.

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