



School SEN Information Report

SCHOOL NAME	Hamworthy Park Junior School
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TYPE OF SCHOOL	Mainstream	KS2, Years 3-6
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ACCESSIBILITY	Fully Wheelchair Accessible	Yes	
	Auditory/Visual enhancements	Yes	
	Other Adaptions:	Therapy Room with hoist, therapy table and toilet One room in each year group adapted to suit the needs of hearing impaired children Additional easy access toilet room Shower room Hoist to enable all children to access the swimming pool	
CORE OFFER	Are you currently able to deliver the 'core offer' as set out in Poole's Local Offer?	Yes	
POLICIES	Are the schools policies available on its website for:	SEN	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR (including anti-bullying)	Yes
		EQUALITY & DIVERSITY	Yes

DISABILITY LEGISLATION	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.	Yes
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RANGE OF PROVISION	Please indicate what your school has to offer (over and above your core offer) In each of the following areas:	
	Areas of Strength <ul style="list-style-type: none"> Hamworthy Park Junior School is proud of its inclusive learning environment and the opportunities that it provides for all of its pupils The needs of the children are at the centre of all the decisions made by the leadership team The involvement of parents and carers in the decisions made about the provision for their children is comprehensive Staff at Hamworthy Park Junior School are trained to support a wide range of additional needs in the best ways 	

	<p>possible. They attend local and National training opportunities in order to ensure up to date thinking and to ensure the best opportunities for our pupils</p> <ul style="list-style-type: none"> • Support for children who find difficulties with communication is extensive as this has been identified as having one of the most significant impacts on learning • Hamworthy Park Junior School employs two full-time Pastoral Care Workers who work alongside the two ELSA trained teaching assistants • Pupils support pupils with learning and organisation developing interpersonal skills and empathy • The SEND Team meet parents and children at the gate each morning. Children who require additional support at this time are met daily by a TA from their Year Team to discuss the events of the day in order that they feel fully informed particularly with regard to possible changes to usual routine • Rewards are used to reinforce positive behaviour for learning
	<p>Specialist Facilities/Equipment to support SEND</p> <ul style="list-style-type: none"> • A wide spectrum of practical classroom resources is available to support the needs of children who experience a range of difficulties with their learning – for example, writing slopes, pencil grips, weighted lap or neck wraps, adapted pens and pencils, visual timetables and learning resources, ear defenders etc • Therapy Room with hoist, therapy table and toilet • Support received from NHS SaLTs
	<p>Input from Educational Psychologists/Therapists/Advisory Teachers/other specialist support services</p> <p>When appropriate, children can be referred to a range of external agencies to receive the best possible support to cope with their individual needs –</p> <ul style="list-style-type: none"> • Educational Psychologist • Speech and Language Therapy (NHS) • Speech and Language Therapy (HPJS) • Family Outreach Worker • Longspee Outreach Services • Winchelsea Outreach Services • Montacute Outreach Services • Hearing impairment Services • Vision impairment Services • Consultant Paediatrician • Community Paediatrician • School Nurse • CAMHS • SENISS • Family support courses • 360° Family intervention project • Occupational Therapist • Play Therapist • Welfare Coordinator, RM Poole • Pastoral Worker, RM Poole Chaplaincy
	<p>Breakfast and After School Club support</p> <ul style="list-style-type: none"> • Breakfast Club available Mon – Fri (From 7.45am) • ‘Jet Set Club’ After School Provision Mon – Fri (Until 5.00) • Staff at Hamworthy Park Junior School provide after school activities that cover everything from gardening and Polish to

	<p>home learning, football and swimming. Opportunities change termly and make use of both the school facilities and also the local environment. Currently over 250 children make use of these opportunities.</p> <p>Full details can be found on the school's website.</p>
INCLUSION	<p>Our school aims to be an inclusive school. We actively seek to enable children to overcome potential barriers to learning. Equality of opportunity must be a reality for our children, which we seek to achieve through our focus on the individual child and groups of children currently within our school:</p> <ul style="list-style-type: none"> • children with special learning needs; • raising the learning achievement of identified groups of boys and girls; • children who need support to learn English as an additional language; • able, gifted and talented children; • children from Service Families; • young carers; • children who are at risk of disapplication or exclusion; • minority ethnic and faith groups; • travellers; • asylum seekers/transient children. <p>What proportion of children currently at the school have SEND?</p> <p>Currently, 12% of the children who attend our school experience a range of additional educational needs. These are supported by our team of 17 teachers, 24 teaching assistants, 2 pastoral care workers, our speech and play therapists and 7 administrative staff.</p>
PARENT SUPPORT INVOLVEMENT/LIAISON	<p>Parents and carers are encouraged to build positive relationships with the school as a whole by –</p> <ul style="list-style-type: none"> • Teachers can meet with parents at either end of the school day to discuss the needs of the children in their class • Appointments can be made with the SENCo to discuss the changing needs of the children • Members of the Leadership Team are available to discuss individual children if preferred. (All appointments can be made by contacting the school office) • Parents are invited to join in with the comprehensive transition process which is further enhanced for children with SEND • Parental discussions with regard to SEN Support Plans are initially made with the Class Teacher and SENCo • Parents are invited to regular meetings with the SENCo and the various External Agencies working with their children • Termly progress meetings are held with the Class Teachers. At these planned evenings, the SENCo is available for further discussions • SENCo and members of the SEND team meet children and parents at the gate each morning. • The school pride themselves on managing transitions into and out of the school effectively and successfully as well as between year groups within school, working with the pupils and also parents where needed.
INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE	<p>As far as possible, children are included in all decisions made as part of the adaptations made to their education or support plans. Where appropriate, they are invited to contribute to meetings either by their attendance or through discussion with an adult who will represent their wishes at the meeting. This is done through the SEN</p>

	<p>Team and with an input from the child's Class Teacher.</p> <p>With regard to targets set, these are in two forms and ensure that children are able to feel positive about their learning by being both achievable and aspirational. Children are an integral part of the target setting process and are able to discuss the agreed outcomes as part of their learning and also as part of the contribution they make to their SEN Support Plans.</p> <p>Children are able to meet with the professionals who support their learning and, at these times, are able to outline which parts of their support are working to their best advantage.</p>
EVALUATING SEN PROVISION	<p>Pupil progress is reviewed half-termly. This is done by Class and Subject Teachers, by the SENCo and by the Leadership Team. If it is deemed that additional support is needed, this will be planned cohesively and monitored by the SENCo for its effectiveness.</p> <p>The Personalised Plans created for pupils who require additional support for their learning, track the interventions and the contribution they make towards accelerating the progress of the pupils involved. Termly reviews of the Personalised Plans and SEND Passports ensure that the package of support provided for the children as the best possible available and is adapting to the child's changing needs over time.</p> <p>The SEN Register is also updated regularly to reflect these changing needs.</p>
SENCO contact details	<p>Name of SENCo Mrs Rachael Cox</p> <p>Contact details: 01202 677870</p>
CONCERNS AND COMPLAINTS	<p>It is important that if parents have any concerns with regard to their children, they contact the school at their earliest convenience. In the first instance, this should be via their child's Class Teacher. If needed, information will be shared with the SENCo and further discussions arranged to reassure parents that everything possible is being done to support their child.</p> <p>If parents continue to have concerns, the Borough Policy directs them to contact the Governor responsible for SEN via the school office. If parents feel that they need independent support with this process, Poole Parent Partnership Service (SENDIAS) offers impartial, confidential and free advice for all parents.</p>
OTHER INFORMATION	<ul style="list-style-type: none"> • Staff from Hamworthy Park Junior School have received specific training in the area of Speech and Language provision for all children. • Children who attend the school follow the 'Jigsaw' PSHCE programme planned to enrich their social and emotional needs.
COMPLETED BY (Name and Position)	Rachael Cox SENCo
DATE COMPLETED	September 2018
UPDATED	September 2019