



Date written	27/11/24
Reviewed by governors	Ian Nelson Wright/Nimesha Nathoo
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School SEND Information Report

Under the Children and Families Bill which became law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25.

The intention of the SEND information report is to improve choice and transparency for families. It is an important resource for professionals in understanding the range of services and provision available within the school. The 2014 SEND reforms placed a legal duty on schools and settings to publish information about the available extra support for children and young people.

Ordinarily Available Provision (OAP)

Ordinarily available provision (OAP) is the term used referring to the support that we should be able to provide to a child with special educational needs and/or disabilities (SEND) through their agreed funding and resource arrangements. The OAP describes a wide range of activities, opportunities, and approaches that are offered as basic good practice to meet a range of additional needs without the need for formal diagnosis or specialist support.

These are in line with the expectations of all schools under the Children and Families Act 2014, the Equality Act 2010, the Education Act 2011 and the SEND Code of Practice 2015.

Universal, targeted and specialist support

The triangle of universal, targeted and specialist is a framework used to provide for the needs of children. There are three levels of intervention:

- Universal support – this level is designed to support all children. It focuses on prevention and is available to all.
- Targeted support – this level includes interventions that will be provided, often in partnership with the leaders and sometimes external agencies.
- Specialist support – this level for children whose needs cannot be met solely through universal or targeted provision.



School based information			
School: Yeading Junior School	Carlyon Road, Yeading, Hayes, UB4 0NR	Accessibility: Good	
Policies	Are the School's policies on its website for:	SEN	TBC
		SAFEGUARDING https://www.yeadingjuniorschool.co.uk/policies/	YES
		BEHAVIOUR https://www.yeadingjuniorschool.co.uk/policies/	YES
Range of provision and staffing:			
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Education Needs or Disability (SEND)?	Assistant Headteacher / Inclusion Lead: Tom Melmoth SENCO: Mrs Majabeen Din SEN Team: Ms Sheikh (SEN HLTA) Ms Hashim (SEN TA)	They are responsible for: Coordinating all the support for children with special educational needs and disability (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. Ensuring that you, as parents, are:	



	<p>Class Teachers/ Team Leaders/Assistant Heads: Ms Isobel Jones Mrs Dalveer Kaur</p>	<ul style="list-style-type: none">• involved in supporting your child's learning• kept informed about the support your child is getting• involved in reviewing how they are doing• part of planning ahead for them• Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapist etc.• Updating the school's SEND/Inclusion register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.• To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school. <p>They are responsible for:</p> <ul style="list-style-type: none">• Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work,
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	<p>Headteacher: Mr Michael Hall</p> <p>Assistant Headteacher / Inclusion Lead: Mr Tom Melmoth</p>	<p>additional support) and letting the SENCO know as necessary.</p> <ul style="list-style-type: none">• Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.• Ensuring that the school's SEND Policy is followed in their classroom, and for all the pupils they teach with any SEND. <p>He is responsible for:</p> <ul style="list-style-type: none">• Day to day management of all aspects of the school, this includes the support for children with SEND• He will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met• He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND <p>They are responsible for:</p> <ul style="list-style-type: none">• Making sure necessary support is made for any child who attends the school who has SEND
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	SEN Governor: Ian-Nelson Wright/Nimesha Nathoo	
HOW COULD MY CHILD GET HELP IN SCHOOL? Children in school will get support that is specific to their individual needs. This may be entirely provided by the class teacher or may involve: <ul style="list-style-type: none"> • Other staff in the school • Staff who will visit the school from the Local Authority, for example – Inclusion Team or the Sensory Impairment Team • Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service, Educational Psychologist and Occupational Therapist 		
What are the different types of support available for children with SEN in this school?		
Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class • Ensuring that all teaching is based on building on what your child already knows, can do and can understand • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches • Putting in place specific strategies or resources (which may be suggested by the SENCO or outside staff) to support your child to learn 	All children in school should be getting this as a part of good to outstanding classroom practice.



<p>Specific groups work within a smaller group of children. This group may be:</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by the Learning Mentor • Run by a teacher/teaching assistant who has had training to run these groups 	<p>Your child's teacher will have carefully checked on your child's progress and will have assessed for gaps in their understanding/learning and has noted your child needs some extra support to help them make the best possible progress.</p> <ul style="list-style-type: none"> • A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) may run small group sessions either in a small group or within the classroom setting 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>
<p>Specified Individual support for your child This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a high level of individual or small group teaching, which cannot be provided from the budget available to the school alone. Usually your child will also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Educational Psychologist • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<ul style="list-style-type: none"> • 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 and you can find more detail about this in the Hillingdon Local Offer. • After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with SEN Support • After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need specific support in school to make good progress. If this is the case they will write an Education, Health and Care Plan. If this is not the 	<p>Children whose learning needs are: Severe and have significant impact on learning or are complex and specific to your child</p> <p>Screening tools are used to decipher level of need;</p> <p>Cognition and learning - GL Assessment CAT4, assessing for cognitive ability and dyslexia</p> <p>Communication and Interaction - Language link which identifies if there are any developmental language delays</p> <p>Social, emotional and mental health - Boxall Profile to identify if there are emotional needs requiring intervention</p>



	<p>case, they will ask the school to continue with the support at SEN Support</p> <ul style="list-style-type: none"> •The Education, Health and Care Plan will state outcomes suitable for your child, and describe the type of provision, resources and support necessary to achieve the outcomes. 	
<p>How can I let the school know I am concerned about my child's progress in school?</p> <ul style="list-style-type: none"> •If you have concerns about your child's progress you should speak to your child's teacher •If your child is still not making progress the concerns may need referring to the SENCO. •If you continue to feel that your child is still not making progress, after a period of monitoring and involvement from the SENCo, you should speak to Inclusion Lead Mr Melmoth or the Headteacher Mr Hall or Deputy Headteacher Ms Cupido 		
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> •When a teacher has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO •At Yeadon, there are regular reviews, called termly pupil progress meetings, to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. •If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail. • To listen to any concerns you may have too • To plan any additional support your child may receive • To discuss with you any referrals to outside professionals to support your child's learning 	
<p>How will the school prepare children with a SEND to join their next setting/school/stage of education or life?</p>	<p>All transitions are carefully planned for and supported to cater for individual needs. Preparation, planning and resources are allocated, as well as support to enable children and their families to feel fully prepared for transitions. Where possible, professionals from the next setting are involved and invited to Yeadon Junior to assist with transition.</p>	



How will the teaching be adapted for my child with learning needs (SEN)?	<ul style="list-style-type: none">• Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met• Teachers use the Support Plans made by the SEND team to ensure all resources and support are used• Support staff will support your child's learning in the classroom.• Specific resources and strategies will be used to support your child individually and/or in groups.• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. <p>Children are grouped, within class, to support with their progress and in order track progress using pixel data, informed via results from a termly assessment cycle</p> <p>The use of visual timetables, now/next board, communication board, task management boards and zones of regulation mats are used to support learning</p>
What support do we have for you as a parent of a child with a SEN?	<ul style="list-style-type: none">• We would like you to talk to your child's teachers regularly so we know what you are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.• The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.• All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.



	<p>We hold coffee mornings for parents to meet and chat with each other facilitated by our families team Ms Rozina (contact via the school office)</p> <ul style="list-style-type: none"> • We have Google Classroom to keep parents up to date with what is happening with your child's homework • Homework will be adjusted, where possible and where needed to your child's individual needs
<p>How will we support your child when they are leaving this school? Or moving to another year?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible. When moving years in school: Information about your child will be shared with their new teachers, and any additional staff necessary. All year groups put in place transition plans to help all children cope with change. The learning mentor and families team assist with children identified as needing further support with change <p>During our termly assess, plan do and review process we factor in outcomes that support all children in their journey to adulthood with targets that reflect on their holistic progress and eventual successful transition into society</p>

Links for parents/carers to access local services:

School office; Office@yeadingjuniorschool.co.uk

Hillingdon local offer link; <https://www.hillingdon.gov.uk/about-sen>



Hillingdon SENDIASS is a free, confidential and impartial support service for parents and carers, children and young people up to 25 years where the child or young person has or may have special educational needs; <https://www.hillingdonsendiass.co.uk/home>

Hillingdon parents' carers forum for those with children with SEND; <https://www.hillingdonpcf.com/>

Care and support directory; <https://careandsupport.hillingdon.gov.uk/>

SEND guidance for parents by the Department for Education; <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

SCLN is part of the communication and interaction strand of needs - This data only gives the proportion or percentage of children within each primary need, it is important to note that children may also have secondary needs that are not represented in this data

Link to YJS SCLN padlet; <https://padlet.com/mdin312/speech-communication-and-language-needs-at-yjs-si6ec92judpe8l8o>

