Hampton Junior School

SEND information report

Introduction and vision.

At Hampton Junior School our vision for children with special educational needs and disabilities is the same as for all children: they achieve well at school, have the same opportunities, are happy at school and make excellent progress. We promote an atmosphere of encouragement, acceptance and respect for effort and achievement. Our core aims are to set ambitious targets and to ensure excellence for all. We ensure children become increasingly independent so that by the end of year 6 they are ready for the next stage of their education. We are an advocate of the Local Authority's Inclusion Charter which states that all children are welcome and we understand that every child is unique and learns in different ways.
Hampton Junior School is a mainstream junior school maintained by the Royal Borough of Richmond. Information about how the local authority supports children with SEND in maintained schools can be found in the local offer at:

Local offer website: https://www.afcinfo.org.uk/local_offer

This SEND information report details the way in which we at Hampton Junior School support children with Special Educational Needs and disabilities in our school. This report has been co-produced with Governors, parents and carers.

How do I apply for my child to attend Hampton Junior School?

As with all admissions, please refer to the school and borough policies and procedures found at https://www.richmond.gov.uk/search_results?qt2=admissions&ct

- We would encourage all parents of children with additional needs to visit the school and discuss your child's needs with the Inclusion Lead **(Mrs Lisa Maxted)** or SEND Lead Teacher **(Miss Gemma Delaney)**.
- It is important that all information regarding your child's needs is included in the school application. The Inclusion Lead or SEND Lead Teacher will use this information to support a smooth transition into the school.
- Once your child has been allocated a place by the local authority, the Inclusion Lead or SEND Lead Teacher will contact you to plan your child's transition into our school. Where possible, your child's previous school will be contacted to request further information about support, interventions and adaptations required.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place. All records will be shared with the new teacher and a meeting with the Inclusion Lead or SEND Lead Teacher organised to identify support and provide advice.
- If your child would benefit from a transition book, then this will be prepared for them and you will be notified.

- If your child is on the SEND register, the staff will also have access to their SEND Support Plan which outlines the child's strengths, needs and requirements.

Moving to secondary school:

- Your child's transition will be carefully planned and managed by staff from both schools. This will often involve additional visits and extra time with key members of staff from the secondary school.

What types of SEND do we provide for?

Hampton Junior School is fully inclusive and a place where we always endeavour to meet the needs of children who attend. Children with additional needs are assessed and planned for individually and staff ensure that these plans are reviewed regularly. The school has supported children with a range of additional needs including ADHD, Behaviour and Social and Emotional difficulties. Support for staff is provided by the Inclusion Lead or SEND Lead Teacher and also the Educational Psychologist and other professionals. Although we do not have a specialist provision, we have also supported children with Autism (ASC). Children with Speech and Language difficulties have also been supported alongside guidance from our Speech and Language Therapist.

Who are the best people in the school to talk about my child's Special Educational Needs and disabilities or any concerns that I may have regarding their progress?

In the first instance it is always best to raise your concerns with your child's class teacher. Generally, this will result in the class teacher discussing the concern with the Inclusion Lead or SEND Lead Teacher and identifying possible next steps in supporting your child. The Inclusion Lead or SEND Lead Teacher may suggest possible appropriate interventions, adaptations in class, assessments required or referrals needed. Following this, parents may request a meeting with the Inclusion Lead or SEND Lead Teacher to discuss further the concern and alternative resources that the school may be able to offer. In most cases, regular update meetings are required to monitor the progress of your child.

You can contact the Inclusion Lead or SEND Lead Teacher by either telephone on 0208 979 2545 or by sending an email to office.hjs@hpp.school.

How do staff within the school support my child?

Class teachers input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean that:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- Class teachers plan lessons considering the needs of all groups of children in their class, starting with what they already know, can do and can understand.
- Teaching is adapted so that your child is fully involved in the learning process. This may involve more practical learning and a high level of resources and equipment.
- Additional strategies may be put in place to support your child to learn.

- Class teachers may work with support staff to meet the needs of your child.
- Specific resources and strategies may be used to support your child individually or in groups.

The SEND Lead Teacher

The SEND Lead Teacher focuses on supporting children whose progress is slow and may require additional support to ensure that they reach their potential. This will occur through small group work and one to one teaching.

The SEND Lead Teacher will:

- Develop programmes and resources for individual groups to meet their specific needs.
- Assess children at the start of the support to have a clear understanding of what they already know and what their next steps are.
- Inform class teachers about the learning process and the progress made.
- Read reports from outside professionals and use this to tailor the learning and strategies used.
- Measure the impact of the support to ensure your child receives a high-quality intervention.
- Meet with staff to suggest alternative provision and support.
- Liaise with parents; offer advice and referrals to appropriate services.

The Inclusion Lead is responsible for:

- Coordinating all the support for children with Special Educational Needs or Disabilities (SEND) and developing the school's SEND Information Report to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring parents are:
    - involved in supporting your child's learning.
    - kept informed about the support your child is getting.
    - involved in reviewing how they are doing.
- Ensuring that your child is involved in setting and reviewing targets.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, Physiotherapist, Occupational Therapist etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known)
- Keeping up to date records of your child's progress, needs and personalised support.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

The Head of School is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Giving responsibility to the Inclusion Lead and class teachers but is still responsible for ensuring 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.

Learning Support Assistants

Learning Support Assistants (LSAs) are extremely valuable members of staff who work with the class teachers to ensure all children are well supported and make progress across the curriculum. In class, they support children in the following ways:

- Prepare additional resources to support learning.
- Organise resources and support with visual displays.
- Support children's concentration during lessons.
- Teach children in smaller groups or on a one-to-one basis.
- Help to monitor behaviour in class and support the school's behaviour policy.
- Support children in the completion of work.
- Facilitate the development of independence.

How will the school identify a child who may need additional support?

If you, or a member of staff, have any concerns about your child's progress, or age-appropriate development, a meeting will be arranged.

- Your child's progress is continually monitored by their class teacher.
- Their progress is reviewed formally every term.
- If your child is making poor progress and receiving a high level of additional support then a SEND Support Plan may be written.
- The Inclusion panel, consisting of the Inclusion team, the Executive Head and the Head of School, meet every half term to discuss whether pupils meet the criteria for being added to, or taken off, the SEN register.
- At the end of each key stage (year 6), all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally.
- In a small number of cases, advice and support from outside agencies may be requested.
- Following advice from outside agencies a request to the Local Authority for an Education Health Care Plan may be made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.

The stages of support in Hampton Junior School are:

1. Quality first teaching
2. Learning Support - children who require short term additional support in or out of class.
3. SEND Support – children who require a high level of support and intervention and whose progress is slow.
4. Education, Health and Care Plans - children with long term, complex and severe learning needs.

Support within school

- The Inclusion Lead or SEND Lead Teacher supports class teachers in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning for all children. This includes whole school training and awareness on areas of SEND needs.

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- LSA's receive regular training to ensure they support children effectively across the school.
- Class teachers receive support from outside providers where appropriate.

Families and Schools are able to access the following additional, external professionals through a referral or consultation process:

- Educational Psychologist
- Occupational Therapists
- Speech and Language Therapist
- School Nurse
- Educational Welfare Services
- Social Services
- Family Support Services
- Child Counsellor
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Support Service (EISS)
- Children's Wellbeing Team (MHST)
- Emotional Health Service (EHS)

How does the school assess and review the progress of pupils with SEND?

The school uses a well-established assessment system which allows all pupils to be tracked accurately throughout the year. During this time, each child's progress is looked at individually during a pupil progress meeting which occurs termly. Within this meeting, the teachers, Inclusion Lead, SEND Lead Teacher and Head of school look at the evidence of how much progress a child is making. If during this meeting, concerns around progress are raised then support and intervention are suggested to ensure the child reaches their end of year target. The Inclusion Lead and SEND Lead Teacher are also responsible for keeping up-to-date tracking for all SEND children.

If a child attends additional interventions outside of the class, then their progress within these sessions is also monitored at the end of the intervention.

If a child is on the SEND register, then they will also have an individual SEN support plan. These plans are reviewed each term and progress towards the outcomes identified. These documents are shared electronically with parents who also have the opportunity to contribute to the plan.

What are the different types of additional support available for children with SEND?

Specific group work within a smaller group of children.
This group, often called Intervention groups, may be

- Run in the classroom or outside.

- Run by a teacher or learning support assistant who has had training to run such groups.

If your child attends an intervention this would mean:

- They will engage in group sessions with specific targets to help them make more progress.
- A Learning Support Assistant/teacher or outside professional (e.g. a Speech and Language Therapist) will run these small group sessions using the learning plans and resources.

The following are examples of interventions available at Hampton Junior School:

- Toe by Toe
- Numicon
- Yellow Box/Blue Box Comprehension
- Catch Up Maths
- Catch Up Literacy
- Power of 2 maths
- Phonics programme (Soundswrite)
- Social skills and Emotional literacy
- Counselling/play therapy
- Drawing and Talking (drawing therapy)
- Zones of Regulation
- Social thinking, Self-advocacy
- Fine motor skills
- Gross motor skills
- Speech and language
- Occupational therapy/sensory circuits
- ELSA
- Speech and language
- Interventions run by staff from the MHST

How does the school evaluate the effectiveness of its SEND provision?

Annually, the school completes a monitoring cycle which allows the Inclusion Lead to analyse the strengths of the SEND provision within the school and also create a clear action plan for future improvements. The monitoring includes:

- Class teacher observations
- Book scrutiny
- Pupil observations
- Data review
- Pupil surveys and questionnaires
- Resources review

- Termly inclusion meetings
- LSA review

A member of the governing body also attends school once a term to monitor the effectiveness of the current SEND provision.
Progress of pupils with SEND is monitored termly at the SIC committee.

What other professionals can support my child?

Specialist groups can be coordinated by outside agencies e.g. Occupational Therapist or Speech and Language Therapists.

For your child this will mean:

- Your child will have been identified by the class teacher/ Inclusion Lead or SEND Lead Teacher (or you may have also raised the concern) as needing more specialist input instead of, or in addition to, quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give permission for the school to refer your child to a specialist service. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively at school and at home.
- The specialist will work with your child to understand their needs and make recommendations, which may include:
  -Making changes to the way your child is supported in class.
  -Support to set SMART targets which will include their expertise.
  -A group run by staff under the guidance of an outside professional.
  -A group or individual work with an outside professional.

This type of support is available for children with specific barriers to their learning that cannot be overcome through Quality First Teaching or intervention groups.

The way in which Richmond Schools can refer to, and access support from, a Speech and Language Therapist is as follows:

- Parents can raise concerns with staff, and these concerns will be discussed with the Speech and Language Therapist at the termly link meeting with the Inclusion Lead **or** parents can speak to a Speech and Language Therapist through the advice line: 020 8973 3512 to discuss their concerns with a therapist. A referral for assessment can be made over the phone, following discussion, if it is felt it is appropriate and the child/young person meets criteria for assessment.

The way which Richmond Schools can refer to, and access support from, an Occupational Therapist:

- Concerns regarding a child's gross motor skills (e.g. coordination, core strength, posture etc.) and/or fine motor skills (e.g. cutting skills, pencil control etc.) may be raised by parents or staff. After this discussion,
- If felt applicable, the Inclusion Lead will discuss concerns further with the school's allocated Occupational Therapist through a termly clinic. A referral for assessment may be made following this discussion, if it is felt it is appropriate and the child/young person meets criteria for assessment. Your child may be seen at school, or in clinic, and further advice and guidance would subsequently be provided to schools.

How are children with more long term, complex or severe needs supported at HJS?

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/ Inclusion Lead or SEND Lead Teacher as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. This is only applicable for a very small number of children with a high level of need.

Usually, your child will also need specialist support in school from an additional professional outside of the school e.g. Occupational Therapist or Educational Psychologist.

- 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 support that will be provided for your child.
- After the school has submitted the request to the Local Authority (with detailed information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided) meet the threshold for a statutory assessment. If this is the case they will ask you and all professionals involved to write a report outlining your child's needs.
- After the reports have all been submitted, the Local Authority will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the current support.
- The EHC Plan will outline the support your child will receive from the LA, provision needed and what strategies might be put in place. It will also have long and short-term outcomes for your child.

How are any complaints regarding SEND managed?

In the first instance, any concern about a child with SEND should be brought to the attention of the Inclusion Lead (Lisa Maxted) or SEND Lead Teacher (Gemma Delaney). In most cases, parents will meet with the Inclusion Lead or SEND Lead Teacher and discuss their concerns and an agreed action identified.

If this is not the case, then parents are directed to the school's Complaints Policy which can be found on the school website. This document outlines the procedures that need to be followed in order to make a formal complaint.

How is SEND funded within school?

- The school budget, received from Richmond LA, includes money for supporting children with SEND.
- The Executive Head and Head of School decides on the budget for Special Educational Needs and Disabilities, in consultation with the school governors, on the basis of needs in the school.
- The school's Inclusion panel discusses all the information they have about SEND in the school, and decides what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.
- Additional funding and resources may be available for children with more complex needs.
- Parents of a child with an EHC plan, have the right to request a Personal Budget. A Personal Budget is an amount of funding allocated to meet the additional and individual support needs of the child or young person. The Personal Budget is allocated in recognition that the child or young person's needs cannot be met in full by mainstream/universal or targeted services without an additional individual investment being made. Personal Budgets may be provided from one, two or all three different funding streams: education, health and social care or from a single pooled fund. Whichever is the case, the Personal Budget will be holistic and used to support the achievement of the identified outcomes in the Education, Health and Care Plan. It will be possible for the family/parents to ask to have the personal SEN budget as a direct payment. In so doing, the parents will be responsible for the management and use of the money. Parents have the right to request a Personal Budget but do not have the right to receive one. This would need to be discussed with the Inclusion Lead or case officer.

Useful websites for parents:

https://www.rksendiass.co.uk/ (**Richmond SEND information and advice service, SENDIASS**)

www.richmond.gov.uk/send (Richmond Borough SEND)

https://www.ruils.co.uk/ (provide information, advice, advocacy, befriending and activities to our clients and their families across Richmond)

www.richmondcarers.org/services/services-for-young-carers/young-carers-support/ (Young Carers support)

www.richmond.gov.uk/childrens_centres (Sure Start Centres)

https://adhdembrace.org/ (ADHD Support)

Richmond and Kingston CAMHS, SPA team: on *020 3513 4499 (Mon-Fri 9am-5pm)* or via email *camhsspaadmin@swlstg.nhs.uk*

Last reviewed: September 2026 by Lisa Maxted