



# Hyrtmount Junior School

## Special Educational Needs and Disabilities (SEND) Information Report

**This policy was approved by The Governing Body on 18<sup>th</sup> September 2025**

**Chair of Governors: Mrs Karolia**

**Adopted on 18<sup>th</sup> September 2025**

**This policy will be reviewed annually on or before September 30<sup>th</sup> 2026**

This information report has been prepared by Rachel Morton (SENDCo) and approved by the Board of Trustees on 18<sup>th</sup> September 2025 for publication on the website. A group of parents were involved in writing this report and gave feedback on its accessibility.

The SEND Information Report is part of a wider suite of documents relating to SEND, disability and inclusion which can be found here. In particular, it should be read alongside the Hyrstmount Junior School’s SEND policy.

<b>The school’s SENDCO’s details are:</b>	<i>Rachel Morton - 01924 326700</i>
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<p><b>Hyrstmount Junior School makes provision for the following types of SEND</b></p>	<p>We are committed to providing an inclusive education in line with the <b>Special Educational Needs and Disability (SEND) Code of Practice (2015)</b>. We recognise that children may have a wide range of needs, and we ensure appropriate support is in place to help them succeed.</p> <p>In accordance with the <b>SEND Code of Practice</b>, we make provision for, but are not limited to, the following broad areas of SEND:</p> <ol style="list-style-type: none"> <li><b>1. Communication and Interaction Needs</b> <ul style="list-style-type: none"> <li>• Speech, Language, and Communication Needs</li> <li>• Autism</li> </ul> </li> <li><b>2. Cognition and Learning Needs</b> <ul style="list-style-type: none"> <li>• Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, and Dyspraxia</li> <li>• Moderate Learning Difficulties (MLD)</li> <li>• Severe Learning Difficulties (SLD)</li> <li>• Profound and Multiple Learning Difficulties (PMLD)</li> </ul> </li> <li><b>3. Social, Emotional, and Mental Health (SEMH) Needs</b> <ul style="list-style-type: none"> <li>• Anxiety, depression, or emotional distress</li> <li>• Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>• Behavioural, emotional, and social difficulties impacting learning</li> </ul> </li> </ol>
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	<p><b>4. Sensory and Physical Needs</b></p> <ul style="list-style-type: none"> <li>• Visual Impairment (VI)</li> <li>• Hearing Impairment (Multi-Sensory Impairment (MSI))</li> <li>• Physical Disabilities (PD) affecting mobility, coordination, or access to learning</li> </ul> <p>While these are the key areas outlined in the <b>SEND Code of Practice</b>, we recognise that every child is unique, and some students may have needs that do not fit neatly into these categories. Our approach remains <b>inclusive and flexible</b>, ensuring that all pupils receive the necessary support, regardless of how their needs are categorised.</p>
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<p><b>Hyrstmount Junior School identifies and assesses SEND by:</b></p>	<p>At Hyrstmount Junior School, we are committed to early identification and assessment of students with Special Educational Needs (SEND) to ensure they receive the appropriate support to access a high-quality education. Our approach is in line with the <b>Special Educational Needs and Disability (SEND) Code of Practice (2015)</b>, which emphasizes a <b>graduated approach</b> to SEND support.</p> <p><b>1. Early Identification</b></p> <p>We recognise that children may present with a range of difficulties that could impact their learning and development. Identification of SEND may arise through:</p> <ul style="list-style-type: none"> <li>• <b>Teacher Observations</b> – Monitoring a pupil’s progress, engagement, and response to differentiated teaching.</li> <li>• <b>Baseline Assessments</b> – Reviewing a child’s performance upon entry to the school.</li> <li>• <b>Progress Data</b> – Regular tracking of academic progress against age-related expectations.</li> <li>• <b>Parental Concerns</b> – Taking into account information provided by parents/carers regarding their child’s needs.</li> </ul>
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	<ul style="list-style-type: none"> <li>● <b>Pupil Voice</b> – Listening to pupils’ views on their learning and any difficulties they experience.</li> <li>● <b>External Reports</b> – Considering input from professionals such as speech and language therapists, educational psychologists, or medical practitioners.</li> </ul> <p><b>2. The Graduated Approach</b></p> <p>We follow the <b>Assess, Plan, Do, Review</b> model as outlined in the <b>SEND Code of Practice</b>, ensuring a structured and responsive approach to SEND assessment and support:</p> <ul style="list-style-type: none"> <li>● <b>Assess</b> – Teachers, in collaboration with the SENDCO, conduct in-depth assessments based on classroom observations, test results, and specialist advice where necessary.</li> <li>● <b>Plan</b> – If a need is identified, a personalised support plan is created in collaboration with parents/carers and, where appropriate, external professionals.</li> </ul>
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	<ul style="list-style-type: none"> <li>● <b>Do</b> – The planned interventions, adjustments, and strategies are implemented in the classroom.</li> <li>● <b>Review</b> – The impact of the support is reviewed regularly, and adjustments are made based on the pupil’s progress.</li> </ul> <p><b>3. Formal Assessments and External Support</b></p> <p>If, despite interventions, a pupil continues to experience significant difficulties, we may seek further assessments from external agencies, such as:</p> <ul style="list-style-type: none"> <li>● Educational Psychologists (EPs)</li> <li>● Speech and Language Therapists (SALT)</li> <li>● Occupational Therapists (OTs)</li> <li>● Specialist Advisory Teachers</li> <li>● Paediatric or Mental Health Services (CAMHS)</li> </ul> <p>In cases where a pupil’s needs are complex and require additional support beyond what the school can provide, we may apply for an <b>Education, Health, and Care Plan (EHCP)</b> in collaboration with parents and local authorities</p>
<p><b>Hyrstmount Junior School supports SEN in accordance with its policy framework which is set out at:</b></p>	<p>Hyrstmount Junior School support SEND in accordance with the SEND policy which is available on the website. We aim to work within the guidance laid down in the SEND Code of Practice 2015.</p> <p>The SEND policy shows Hyrstmount Junior School’s approach to:</p> <ul style="list-style-type: none"> <li>● Assessing and review the progress of learners with SEND</li> <li>● Teaching learners with SEND</li> <li>● Adapting the curriculum and learning environment for learners with SEND</li> <li>● Making decisions on additional support in relation to learners with SEND</li> <li>● Ensuring inclusion of learners with SEND with learners without such needs across all school activities</li> <li>● Supporting the emotional, social and mental development of learners with SEND</li> </ul>

	<ul style="list-style-type: none"> <li>Evaluating the effectiveness of our provision for our learners with SEND</li> </ul>
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<p><b>Hyrstmount Junior School's staff have been trained and have expertise in the following areas:</b></p>	<p>Our SENDCO is a qualified and experienced teacher with a strong background in supporting students with a range of learning needs. In accordance with the Special Educational Needs and Disability (SEND) Code of Practice (2015), she has successfully completed the National Award for SEN Coordination (NASENCO), a nationally recognized qualification designed to equip SENDCOs with the expertise to lead and manage SEND provision effectively.</p> <p>Hyrstmount Junior School has a well-established team of experienced teachers and dedicated support staff who are committed to providing high quality education for all of our learners. Through ongoing professional development and a shared passion for excellence, we ensure that every child receives the support they need to thrive academically, socially, and emotionally.</p> <p>Recent professional development that staff have received includes:</p> <ul style="list-style-type: none"> <li>Adaptive Teaching</li> <li>Performance Indicators for Valued Assessment and Targeted learning (PIVATS)</li> <li>Cognition and Learning - using repetition and overlearning to support pupils with cognition and learning difficulties</li> <li>ELSA</li> <li>Safeguarding</li> </ul> <p>All staff receive appropriate training in relation to the individual learners that they support.</p>
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<p><b>Hyrstmount Junior School will secure equipment and facilities for learners with SEND by:</b></p>	<p>At Hyrstmount Junior School, we work in collaboration with parents, external agencies, and the local authority to identify and secure appropriate resources tailored to individual needs. This may include assistive technology, sensory equipment, specialist furniture, or accessibility modifications to the school environment. Funding for these provisions is sourced through the school's SEND budget, additional top-up funding where applicable, or applications for support through an Education, Health, and Care Plan. We regularly review and assess the effectiveness of these provisions to ensure they meet the evolving needs of our learners, fostering an inclusive and supportive learning environment.</p>
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<p><b>Hyrstmount Junior School aims to involve the parents and learners with SEND in the education of the children and will do so by:</b></p>	<p>We believe that strong partnerships between the school, parents, and learners are essential in ensuring the best possible outcomes for children with SEND. We involve parents and carers by:</p> <ul style="list-style-type: none"> <li>● Holding regular meetings to discuss their child's progress, support strategies, and any concerns.</li> <li>● Developing Pupil Passports, My Support Plans or Education, Health, and Care Plans in partnership with parents, ensuring they are fully engaged in decision-making.</li> <li>● Providing workshops, training sessions, and resources to help parents support learning at home.</li> <li>● Maintaining open communication channels, including emails, phone calls, and meetings with the SENDCO and teaching staff.</li> </ul> <p>We involve learners with SEND by:</p> <ul style="list-style-type: none"> <li>● Encouraging them to share their views on their learning experiences through pupil voice activities and one-to-one discussions.</li> <li>● Setting personalised learning goals that reflect their interests and aspirations.</li> <li>● Supporting them in developing self-advocacy skills so they can express their needs and preferences.</li> <li>● Ensuring they have access to a curriculum that is adapted to their strengths while</li> </ul>
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	<p>addressing their collaborative and inclusive approach, we ensure that every child feels valued, supported, and empowered to reach their full potential.</p>
<p><b>Any concerns or complaints raised by a parent of a learner with SEND will be dealt with by the academy by:</b></p>	<p>We want to work with you to resolve any issues. If you have concerns to raise about your child, you must begin by arranging a meeting with the SENDCO. After this, should you feel the need for further support, arrange an appointment with the Headteacher who will hopefully be able to resolve all concerns. Our complaints policy can be found here:</p> <p><a href="https://www.hyrcmountjuniors.org.uk/docs/Kirklees_Model_Complaints_Procedure_for_Maintained_Schools_-_September_2024_docx.pdf">https://www.hyrcmountjuniors.org.uk/docs/Kirklees_Model_Complaints_Procedure_for_Maintained_Schools_-_September_2024_docx.pdf</a></p>
<p><b>Hyrcmount Junior School works with other agencies to support learners with SEND and their families by:</b></p>	<p>Hyrcmount Junior School works with external agencies where appropriate. The referral process takes place when a learner’s specific needs have been identified and more support or resources are required to meet their individual needs. The external agencies listed below support some of our learners</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapists</li> <li>• Complex Communication and Interaction Service</li> <li>• Social Emotional and Mental Health Outreach</li> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Physiotherapists</li> <li>• Cognition and Learning Service</li> <li>• Occupational Therapy</li> <li>• Hearing Impairment Specialist Provision</li> </ul>
<p>Hyrcmount acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at: <a href="http://kirkleeslocaloffer.org.uk">Information and Advice   Kirklees SEND Local Offer (kirkleeslocaloffer.org.uk)</a></p> <p>The Kirklees Local Offer website is where parents, carers, children and young people up to 25 with special educational needs and disabilities (SEND) can find information, advice and guidance about support, services and activities that are available to those living in Kirklees.</p>	

<p><b>Hyrstmount Junior School works on transition arrangements for learners joining or leaving the academy by:</b></p>	<p>We have very good relationships with our local feeder and secondary schools. We share information to support pupils' learning and wellbeing at transition. Further support is provided as necessary for those with SEND, including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils. To prepare pupils with SEND for a new school year, the current class teacher and next year's teacher attend a transition meeting where the pupil's additional needs are discussed. The school's SENDCO will also relay relevant information and provide appropriate training for staff. A whole-school transition day provides pupils with the opportunity to become familiar with their new classroom and teacher. If it is felt that extra transition visits are required for specific pupils, the SENDCO will make suitable arrangements to facilitate this.</p>
<p><b>The Local Offer produced by the Kirklees Local Authority is available at:</b></p>	<p><a href="https://www.kirkleeslocaloffer.org.uk/">https://www.kirkleeslocaloffer.org.uk/</a></p>