



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

Hyrstmount Junior School

**Approved by:** School Governing Board

**Ratified:** September 2026

**Last reviewed:** September 2026

**Next review due by:** October 2027

**Reviewed by:** SENDCo and Headteacher

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

This information report has been prepared by Victoria Julien (Acting SENDCo) and approved by the School Governing Board in September 2026 for publication on the website.

The Special Educational Needs (SEN) Information Report is part of a wider suite of documents relating to SEN, disability and inclusion. In particular, it should be read alongside the Trust SEND policy, which is accessible on our school website.

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| <p>Hystmount Junior School makes provision for the following kinds of SEN</p> | <p>Hystmount Junior School is for learners aged between 7 and 11 years (Years 3 to 6).</p> <p>We are committed to providing an inclusive education in line with the Special Educational Needs and Disability (SEND) Code of Practice (2015). We recognise that learners 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 SEND Code of Practice, we make provision for, but are not limited to, the following broad areas of SEND:</p> <ol style="list-style-type: none"> <li>1. Communication and Interaction Needs <ul style="list-style-type: none"> <li>• Speech, Language, and Communication Needs</li> <li>• Autism</li> </ul> </li> <li>2. Cognition and Learning Needs <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</li> </ul> </li> <li>3. Social, Emotional and Mental Health (SEMH) Needs <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> <li>4. Sensory and Physical Needs <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> </li> </ol> |
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|                                                          | <p>While these are the key areas outlined in the SEND Code of Practice, we recognise that every learner is unique, and some learners may have needs that do not fit neatly into these categories. Our approach remains inclusive and flexible, ensuring that all learners receive the necessary support, regardless of how their needs are categorised.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Hyrstmount Junior School identifies and assesses SEN by: | <p>At Hyrstmount Junior School, we are committed to early identification and assessment of learners 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 Special Educational Needs and Disability (SEND) Code of Practice (2015), which emphasises a graduated approach to SEND support.</p> <p><b>1. Early Identification</b></p> <p>We recognise that learners 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>• Teacher Observations – Monitoring a learner's progress, engagement, and response to differentiated teaching.</li> <li>• Baseline Assessments – Reviewing a learners performance upon entry to the school.</li> <li>• Progress Data – Regular tracking of academic progress against age-related expectations.</li> <li>• Parental Concerns – Taking into account information provided by parents/carers regarding their child's needs.</li> <li>• Pupil Voice – Listening to learners views on their learning and any difficulties they experience.</li> <li>• External Reports – 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 Assess, Plan, Do, Review model as outlined in the SEND Code of Practice, ensuring a structured and responsive approach to SEND assessment and support:</p> <ul style="list-style-type: none"> <li>• Assess – Teachers, in collaboration with the SENDCo, conduct in-depth assessments based on classroom observations, test results, and specialist advice where necessary.</li> <li>• Plan – 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>• Do – The planned interventions, adjustments, and strategies are implemented in the classroom.</li> <li>• Review – The impact of the support is reviewed regularly, and adjustments are made based on the learners progress.</li> </ul> <p>3. Formal Assessments and External Support</p> <p>If, despite interventions, a learner 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) Specialist Advisory Teachers</li> <li>• Paediatric or Mental Health Services (CAMHS)</li> </ul> <p>In cases where a learner's needs are complex and require additional support beyond what the school can provide, we may apply for an Education, Health, and Care Plan (EHCP) in collaboration with parents and local authorities.</p> |
| Hyrstmount Junior School supports SEN in accordance with its policy framework which is set out at: | <p>Hyrstmount Junior School supports 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 reviewing 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> <li>• Evaluating the effectiveness of our provision for our learners with SEND.</li> </ul>                                                                                                 |
| Hyrstmount Junior School SENCO's details are:                                                      | <ul style="list-style-type: none"> <li>• Rachel Morton - 01924 326700 (maternity leave from February 2026 – January 2027)</li> <li>• Victoria Julien (acting) – 01924 326700</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <p>At Hyrstmount Junior School we ensure staff are highly trained to meet a diverse range of needs.</p> | <p>Our SENDCo is an experienced teacher with a strong background in supporting learners 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 recognised qualification designed to equip SENDCos with the expertise to lead and manage SEND provision effectively.</p> <p>The acting SENDCo is an experienced teacher and senior leader.</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 learner 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</li> <li>• Assessment and Targeted learning</li> <li>• (PIVATS)</li> <li>• Cognition and Learning - using repetition and overlearning to support pupils with</li> <li>• 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> <p>In addition, the SENDCo attends the following regular meetings:</p> <ul style="list-style-type: none"> <li>• Kirklees Local Authority SENDCo meetings.</li> <li>• Batley Multi Academy Trust SENDCo Network meetings.</li> <li>• Kirklees Cluster Community meetings which includes professionals from outreach services, families together, an educational psychologist and local authority representatives.</li> </ul> |
| <p>Hyrstmount Junior School will secure equipment and facilities for learners with SEND by:</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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|                                                                                                                                | <p>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.</p> <p>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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Hyrstmount Junior School aims to involve the parents and learner with SEND in the education of the children and will do so by: | <p>We believe that strong partnerships between the school, parents, and learners are essential in ensuring the best possible outcomes for learners 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 addressing their collaborative and inclusive approach, we ensure that every learner feels valued, supported, and empowered to reach their full potential.</li> </ul> |
| Any concerns or complaints raised by a parent of a child with SEND will be dealt with by Hyrstmount Junior School by:          | <p>Complaints regarding SEND provision should be made to the class teacher or the SENDCo in the first instance. If the matter remains unresolved, it will be handled in accordance with the school's formal complaints policy.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|                                                                                                                                                                                                         | <p>Parents and carers can also seek independent advice and support from KIAS (Kirklees Information Advice and Support Service) or PCAN (Parents of Children with Additional Needs).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>Hyrstmount Junior School works with other agencies to support learners with SEND and their families by:</p>                                                                                          | <p>Hyrstmount 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</li> <li>• 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>Kirklees Keep in Mind- health and wellbeing services for children and families.</p> <p>Mental Health Support Team ESMAP Information for Parents and Carers - KSCP<br/>(<a href="http://kirkleessafeguardingchildren.co.uk">kirkleessafeguardingchildren.co.uk</a>)</p> <p>Hyrstmount Junior School is part of Kirklees Cluster Community 1. Cluster members include:</p> <ul style="list-style-type: none"> <li>• Batley Girls' High School</li> <li>• Hyrstmount Junior School</li> <li>• Manorfield Infant and Nursery School</li> <li>• Park Road Junior, Infant and Nursery School</li> <li>• Purlwell Infant and Nursery School</li> <li>• St Mary's Catholic Primary Academy</li> <li>• Staincliffe Church of England (VC) Junior School</li> <li>• Upper Batley High School</li> <li>• Warwick Road Primary School</li> </ul> |
| <p>Hyrstmount Junior School acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</p> | <p>Hyrstmount 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://InformationandAdvice KirkleesSENDLocalOffer(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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                                                                                                           | <p>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><a href="#">PCAN</a> (Parents of Children with additional Needs making a difference in Kirklees).</p> <p>If you would like to speak to someone to help you find the information you need on the Local Offer, please call them on <b>01484 416919</b>. Alternatively, you can send a message through their <a href="#">feedback form</a>.</p> <p>If you would like help from <a href="#">Kirklees Families Together</a>, please call <b>01484 456823</b>.</p>                                                                                                                                                                                                                                                                                                                                             |
| Hyrstmount Junior School works on transition arrangements for learners joining or leaving the academy by: | <p>We have very good relationships with our local feeder and secondary schools. We share information to support learners' education and wellbeing at transition.</p> <p>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 learners.</p> <p>To prepare learners with SEND for a new school year, the current class teacher and next year's teacher attend a transition meeting where the learner's additional needs are discussed.</p> <p>The school's SENDCo will also relay relevant information and provide appropriate training for staff. A whole-school transition day provides learners with the opportunity to become familiar with their new classroom and teacher.</p> <p>If it is felt that extra transition visits are required for specific learners, the SENDCo will make suitable arrangements to facilitate this.</p> |
| The Local Offer produced by Kirklees Local Authority is available at:                                     | <p><a href="#">Kirklees Local Offer</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |