Thomas Harding Junior School

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SEN Information Report 2026-2027

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SEND Governor: Mrs C Llewellyn
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At Thomas Harding Junior School we strive to support **all** children to enable them to achieve their potential. Quality teaching is vital: however for some children there are occasions during their school life when additional support may be needed to help them to achieve their goals. Our regular monitoring of the progress and development of all children throughout their school years enables the identification of any need for additional support.
For further information on our school's aims visit our website: www.thomasharding.org.uk

Thomas Harding is a mainstream Junior School and consists of an intake of boys and girls age 7 to 11 years. We are an inclusive school and provide for children with a range of Special Educational Needs and/or Disabilities (SEND). We decide on an individual basis if we can meet the needs of a child with Special Educational Needs and/or Disabilities.

Children usually join at the beginning of Year 3 without reference to ability or aptitude. If the year group is not full (i.e. Less than 60 children) we are able to accept children into a year group following a consideration of whether we can meet the child's needs before accepting.

For further information see Special Educational Needs Policy on the school website: www.thomasharding.org.uk

The annual SEN Report forms part of Thomas Harding Junior School's Local Offer and is available on the Buckinghamshire Local Offer website, linked to the school record, which can be found here: https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=69XEM6EqYZ8

The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them.

Identification

As detailed by The Code of Practice (2015), a child presents possible SEN when they are demonstrating;

- A significantly greater difficulty in learning than their peers,
- A disability that prevents or hinders them from making use of the facilities in their setting.

We work with staff and parents to carry out an analysis of a child's progress and implement additional support matched to their area of need. If there is not a sufficient improvement in the child's progress, we apply for specialist assessment to be carried out from agencies beyond our setting.

Our regularly reviewed provisions provide support across the following four broad areas of SEN.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs (DfE/DoH, 2015)

These areas give an overview of the range of needs that we plan for however; individual children often have needs that cut across all these areas. A child's needs may also change over time; therefore our regular use of monitoring allows the identification of any requirements for a change in provision.

Interventions and Monitoring

The use of regular monitoring allows us to identify any child who may have SEN. We gain evidence in a number of ways including: conversations with parents/carers, teachers, specialist practitioners through the use of advice clinics and by identifying changes in behaviour and self-esteem.

We use evidence based and personalised special educational provision to target areas of difficulty with a drive to enable children to overcome barriers to learning and participation. Our support is child centred and frequent monitoring is carried out to assess the impact of the support we provide.

This monitoring evaluates, not only academic progress, but may also track improved social and emotional development.

The support we provide consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is a continuous cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes. A range of measures are used to gather progress data including testing which establishes an ability outcome measured in years and months.

Individual Provision Maps are written by the class teacher, in consultation with the Inclusion Manager, alongside parental input. These are designed to not only detail the support provided in school but to also enable for learning to be reinforced or contributed to at home. These include detail of a baseline assessment, short term outcomes, a success criteria and detail of strategies and provision being used to achieve these goals. Provision maps are reviewed on a termly basis to evaluate the impact and quality of the support and interventions and the progress being made.

Provision Maps also take account of the views of the child and their parents. Children are encouraged to participate in decisions about the outcomes they wish to achieve and support is given in exercising control over the support they receive. The children's views are valued by all adults. Child interviews are carried out to allow a child to express what they have identified as how best to support them. Parents also receive questionnaires to express their views and are thoroughly involved in planning the next steps of support. Pupil voice is gathered relevant to the child's age and stage of development. Where communication difficulties exist, a range of specialist support aids are used.

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. All children are given the opportunity to make choices and understand that their views matter. This will enable them to become confident, secure and effective learners.

We know precisely where children with SEN are in their learning and development and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

At Thomas Harding Junior School we support children in their social and emotional development. Children and their families are supported in a range of ways, personalised to the needs of the child e.g. self-esteem building, homework support, anger management, one to one time to talk and be listened to.

The school's Anti Bullying Policy is found on the school's website: www.thomasharding.org.uk (About Us section/Key Information)

Expertise and Training

Our school has a commitment to providing professional development for all staff.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff undertakes training and specific training needs and strategies are identified. The Inclusion Manager regularly addresses the on-going needs of the teaching assistants and specialist support team and organises training to share best practise and implement new strategies and initiatives. Additionally, support staffs attend courses where necessary and have access to outside agency advice.

External Agencies

At Thomas Harding Junior School we work in partnership with other services (including health, social care, BCC support services) to meet the needs of students with SEND and their families by using the following outside agencies:

- Specialist Teaching Service to support students with Autism, Visual Impairment, Hearing Impairment and Physical Disabilities, Speech and Language needs.

- Child Protection Services
- Educational Psychology
- CAMHs (Child and Adolescent Mental Health Service)
- School Nurse
- Community Paediatrics
- Social Care
- Family Resilience
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education and Welfare Officers
- Counsellors
- Pupil Referral Unit
- County SEN team

Where appropriate the school will make referrals to other agencies including health, social care, BCC support services, voluntary & community groups in order to meet the needs of pupils with SEND and their families. The governing body reviews the effectiveness of the school's liaison with other agencies when looking at the progress of pupils.

We also work closely with families and other agencies to support pupil behaviour outside of school.

Our school has a behaviour policy that is flexible enough to meet the needs of all pupils including those with SEND. See the school's website for further information: www.thomasharding.org.uk (About Us section/Key Information)

Adaptation to the Curriculum and the Learning Environment

All children have access to a broad and balanced curriculum and teachers set high expectations for every child. Lessons are planned to address potential areas of difficulty and to remove barriers to children's achievement. SEND pupils are taught within the classroom with the curriculum and learning environment differentiated to meet their needs. In many cases, such planning will mean that pupils with SEND will be able to access the full national curriculum. Additional group work is frequently implemented to provide further support for specific areas of the curriculum with a particular focus on mathematics and English. This is to secure learning and to remove barriers that would prevent them from accessing lessons.

We strive to find ways in which children can take part in lessons and also extra-curricular activities. All members of staff are kept well informed about the strategies needed to manage children's needs effectively and to ensure that other children understand and respond with sensitivity.

We regularly review the way in which resources are matched to the needs of all the children. The careful placement of LSAs and SSAs delivers effective provision to specific groups of children who need a more specialised approach to their learning.

Other adjustments may be in the form of using word processors, vocabulary aids, and more specific support specialist equipment. The classrooms consist of displays to assist learning as well as metacognition and growth mindset strategies.

Advice from external agencies is welcomed in order to further develop and train staff in the adaptations of lessons. Within some year groups, the number of children within each group for English and Maths may also be smaller to allow more focussed teaching of children with higher level needs.

The children's support aims to encourage as much independence as possible within a safe and caring environment for all.

The school currently meets the needs of our pupil population and all reasonable adjustments would be considered to meet the needs of pupils in the future.

Parent/carer involvement

A close working relationship with parents is vital. We encourage full involvement from parents in the decisions surrounding their child's support and value their aspirations for their child. We enable parents to share their knowledge about their child and give them confidence that their views and contribution are not only important, but will also be acted upon.

Annual reports, regarding the progress of a child are provided for parents. We also go beyond this in providing regular communication on how a child is progressing. Outcomes and the review process of these are communicated frequently and strategies to enable a child to achieve are regularly shared. Sufficient time is provided to explore parent and children's views and to plan effectively.

The Inclusion Manager is regularly available to meet with parents and carers to review provision and to address any questions they may have. Pupils with EHC Plans have a formal annual review where all professionals involved with the child are invited. Children are also involved in the ongoing review of their additional provision.

If a parent has any concerns regarding their child's education provision detail of our complaints procedure is available on our school's website: www.thomasharding.org.uk (About Us section/Key Information)

Transition

We have developed effective working relationships with our feeder infant schools and meet to discuss the needs of the children who will be making the transition from Year 2 to Year 3. The Inclusion Manager will also attend annual reviews of the children who will be making the transition in order to ensure that provision is in place on arrival for pupils with SEND. We also provide further transition opportunities if needed, including school visits and, where applicable, we assist in the creation of a personalised school handbook.

Similarly, with children who are leaving to transition to a new school or their secondary school, a full hand over of information including up-to-date records and evidence is given to ensure that areas of difficulty are addressed from the outset. All children with EHC Plans will have a transfer review to ensure the placement in secondary school is best to meet their needs. Meetings are also arranged with the SENCO from the secondary school to ensure best practice is shared and that schools are fully informed about the child's needs. Additional transition days are also offered by a number of secondary schools and we encourage a number of children to attend these each year. On occasions, the Inclusion Manager also attends secondary school visits with parents.

For any further information please follow the link below to access the Bucks Family Information Service and the Local Offer

https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/home.page

Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) can also be contacted on 01296 387152 if you need advice and support.

Policy date: September 2026
Review Date: September 2027