



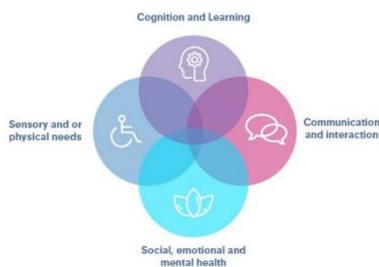
Our Special Educational Needs and Disabilities Information Report has been created to show the provision available and the support that we offer to the children at Hallam Fields Junior School.

It should be read alongside Derbyshire Local Offer:

[Home – Derbyshire Local Offer](#)



### What kinds of Special Educational Needs are provided for at Hallam Fields?



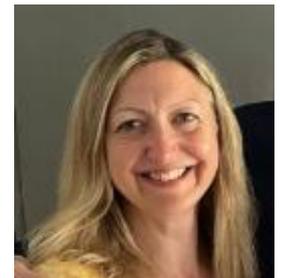
The school provides support for pupils across the 4 areas of need outlined in the SEND Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and physical needs

### Who are the main contacts for SEND at Hallam Fields?

#### Miss Aly Daykin – SENDCo

- I endeavour to always be around to offer support or a listening ear to anyone who needs. I am here to support our families as well as our children and am always happy to talk or meet with families to discuss their child's needs and progress.
- I can be contacted via Seesaw, the school office (Tel: 0115 9322568) or by email at [missdaykin@hallamfields.derbyshire.sch.uk](mailto:missdaykin@hallamfields.derbyshire.sch.uk). I am also on the gate every Thursday morning.



#### Mr Barnaby Hutsby - SEND Governor

- I can be contacted via the school office on 0115 9322568 or via email at [enquiries@hallamfields.derbyshire.sch.uk](mailto:enquiries@hallamfields.derbyshire.sch.uk).



## How do we evaluate the effectiveness of the provision made for pupils with SEN?

- Impact tracking is completed and adaptations to provision made based on these findings.
- All staff work together to review, adapt and amend the Whole School Provision Map regularly.
- Intervention progress is recorded and shared with all staff.
- Progress and evaluation are reported to the Governor with responsibility for SEND annually.
- The updated SEND information report is posted on the school website each year.



## What are our arrangements for assessing and reviewing pupils' progress towards outcomes, including working with parents and pupils as part of this assessment and review?



At Hallam Fields these arrangements include:

- Using Sonar for data tracking of pupil progress
- Annual ECHP reviews
- Classroom observations and follow ups
- Parent and staff review meetings with our school ISAT
- Termly IEP parent and child review meetings
- Assess, plan, do, review cycle

## How do we ensure our physical environment is accessible?

Hallam Fields believes in providing a welcoming, comfortable, inclusive and accessible learning environment that is safe for pupils, their parents and carers, staff and other visitors to use. We aim to create an inclusive educational experience that allows all pupils to participate in a full

range of social and academic activities.

- Any pupil with special needs caused by disability will have a unique care plan which considers their needs and wishes and those of the key people involved in their care.
- Needs identified from these care plans inform the disability access and premises development and maintenance plans to ensure our school is accessible as possible to all, in the context of our specific site challenges.
- We have a range of assistive technologies available such as magnifiers, text-to-speech software, and devices such as reading pens.
- We work with specialist staff, such as physiotherapists, the visual and hearing impairment teams and occupational health therapists, to provide individualised resourcing and support.
- Our school accessibility plan further outlines our school's commitment to accessibility for all. This can be found here – [Policies | Hallam Fields Junior School](#).



## How will my child be included in activities outside of the classroom?

- Hallam Fields Juniors is an inclusive school and all children take part in off-site educational visits.
- A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety will not be compromised. When we carry out the risk assessment we also consider the accessibility arrangements for our children with SEN and disabilities. Alternative arrangements for access round the site can be planned or relevant provision put in place for individual children.
- Trips are carried out in accordance with the Local Authority's guidelines on off-site visits.
- Every child is encouraged to engage fully in the broader school experience.

## What support is available for improving the Social, Emotional and Mental health of pupils with SEND?

At Hallam Fields we place the children's wellbeing at the very heart of everything we do. We are proud to be a THRIVE school and to have THRIVE underpinning our whole school ethos, approach and curriculum. THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. More information can be found about THRIVE at Hallam Fields here - [Hallam Fields Junior School Thrive](#)



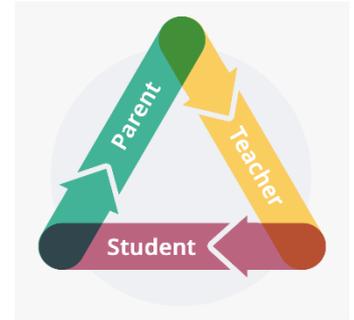
Pupils are well supported by:

- A strong focus on safeguarding and referral/ liaison with outside agencies such as: CAMHs, ISAT, School Nurse, Educational Psychologist, Engagement Team
- An anti-bullying policy that is supported by all members of staff.
- Daily class assemblies on the themes of empathy, emotions and British Values which relate to a wide range of individual emotional and or mental health needs.
- Whole class, small group and 1:1 Thrive right time intervention work.
- Access to a wide range of specific SEMH interventions including 'Starving the Anger Gremlin', 'Zones of Regulation' and 'The Incredible 5 Point Scale'
- Dedicated lunch and break time nurture-based provision.
- A very close relationship with our local Compass Changing Lives team who regularly deliver whole year group, small group and 1:1 intervention in school.
- A dedicated 'calm corner' in every classroom.
- School council and pupil voice used regularly to address areas of worry or concern amongst students.
- Celebration and awareness of different needs raised through celebrating days such as World Autism Awareness Day.



## How are parents of children with SEND consulted about, and involved in, the education of their child?

As outlined in the Children and Families Act 2014 all stakeholders are fully involved in all decision making with parental insights being crucial to our assess – plan-do-review cycle. At Hallam Fields we operate an open-door policy and welcome open and regular communication with all our families including:



- Key staff available at the gate every morning and evening (including the SENDCo on Thursday mornings).
- Bookable SENDCo appointments available on Wednesday afternoons and Thursday mornings each week.
- Consultation evenings in the Autumn and Summer terms.
- Termly IEP review and target setting meetings.
- IEPs/Pupil Passports placed in the children's Reading Diaries so they can be amended and added to by parents, children and staff at any time.
- An annual written report from your child's class teacher noting academic, social, behavioural and emotional progress and areas of development.
- If your child has an EHCP, an annual review will be held to review targets set and plan your child's transition to secondary school.

## How will my child be able to contribute their views?

The children are at the heart of all decisions we make as a school. At Hallam Fields we value and celebrate each child being able to express their views on all aspects of school life.



- The Hallam Fields School Council meet regularly and have an open forum for any issues or views to be raised. Each class has two school councillors who have been elected by their class with regular monitoring showing that children with SEND are well represented in their numbers.
- Each Subject Leader in the school undertakes regular pupil conferencing across the school in order to gather the children's views about the curriculum and their specific subject.
- Children who have IEP's/Pupil Passports discuss and set their targets alongside their family members and class teachers.
- Children with EHCPs have the opportunity to share their views as part of their annual EHCP Review meeting.

## *What are the school's arrangements for the admission of disabled pupils?*

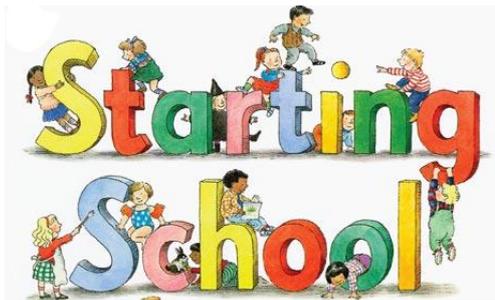
The Hallam Fields Governing Body believes that the admission criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Schools Admissions Code of Practice that requires children and young people with SEND to be treated fairly.



- If you would like to apply for your child to join Hallam Fields Junior School, please contact the school office. We will be happy to take you on a tour of the school where we will willingly answer any of your questions.
- More information on admissions can be found on our website here - [Key Info | Hallam Fields Junior School](#).

## *How will my child be supported when starting at Hallam Fields Junior School?*

We recognise the vital importance of a careful, planned transition for all children but especially those with SEND who are offered a bespoke package.



- As soon as places Year 3 placements are confirmed, our SENDCo (Miss Daykin) is in regular contact with the SENDCos at our feeder schools to hand over key information and create bespoke transition plans.
- For any children with EHCPs, Miss Daykin will attend their Year 2 Annual Review.
- For any children with Inclusion Panel Funding, Miss Daykin will work in conjunction with the feeder SENDCo to create a new funding bid.
- All incoming families are invited to a parent information and meet the teacher evening and children have a full day visit in July which includes lunch.
- Alongside this, children with SEND are assigned their own Year 5 buddy and spend time with them meeting staff and exploring the school site on at least three extra visits accompanied by staff from their Infant School in the second half of the Summer Term.

## How will my child be supported when moving on from Hallam Fields Junior School?

- As soon as places Year 7 placements are confirmed, our SENDCo (Miss Daykin) is in regular contact with the SENDCos at our secondary schools to hand over key information and create bespoke transition plans.
- For any children with EHCPs, Miss Daykin will arrange a Summer Term transition EHCP review meeting and invite the appropriate secondary SENDCo to attend.
- For any children with Inclusion Panel Funding, Miss Daykin will support the secondary SENDCo to create a new funding bid.
- Miss Daykin will work with the appropriate secondary SENDCo to create bespoke transition packages for all children on the SEND register. These will include additional opportunities to for the children to visit and familiarise themselves with their new surroundings.



Our aim is to make all transitions as smooth and positive as possible.

## What are the schools arrangements for supporting children who are looked after and have SEND?

- The designated Teacher for Looked After Children is our Headteacher, Mr Brown. Mr Brown is also Designated Lead for Safeguarding.



- He ensures that all teachers in school understand the implications for those children who are looked after (in Local Authority care) and have SEND and or emotional/well-being needs.

- Mr Brown works closely with Miss Daykin (SENDCo) and the Virtual Schools Team to ensure that effective systems are in place to support these children and additional funding, advice and support from The Virtual School, is accessed when necessary.

## How does the Governing Body involve other bodies in meeting the needs of pupils with SEND?

- Dates of all meetings, visits and reports are provided to relevant professionals.
- Regular meetings are held with external teams including health, SALT, continence and social care.





## Where can parents of children with SEND get more support?

The recently updated Derbyshire Local Offer contains a wealth of supportive information for families - [Home - Derbyshire Local Offer](#)

Other useful links include:

- <https://www.sense.org.uk/get-support/information-and-advice/support-for-children/send/>
- <https://www.nhs.uk/conditions/social-care-and-support/services-for-children-and-young-people/>
- [DIASS - 01629 5333668](tel:016295333668)

## How can I raise any concerns if I need to?

- Your first point of contact is you have any worries or questions about your child's needs or provision is always your child's class teacher.
- If you are still concerned you can contact the school SENDCo Miss Alyson Daykin via Seesaw, email at [missdaykin@hallamfields.derbyshire.sch.uk](mailto:missdaykin@hallamfields.derbyshire.sch.uk) or phone on 0115 932 2568.
- Please also refer to our SEND and complaints policies. [Policies | Hallam Fields Junior School.](#)

