

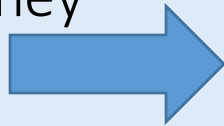


SEN Information

2025



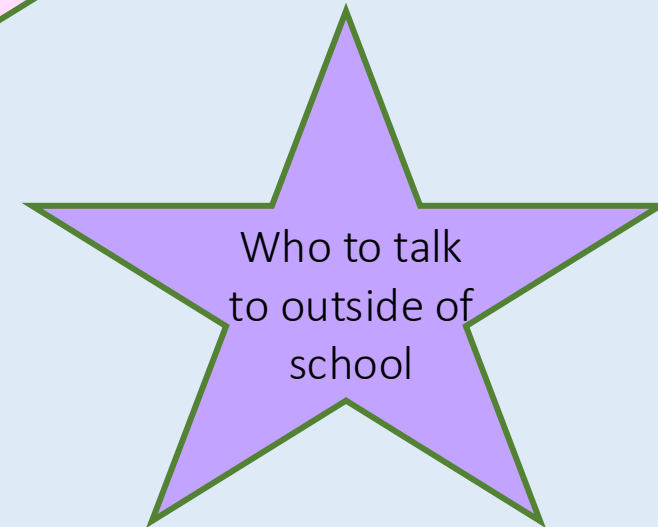
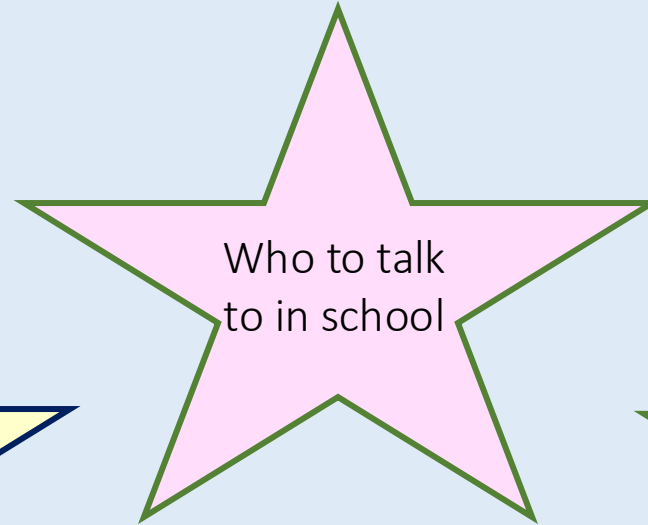
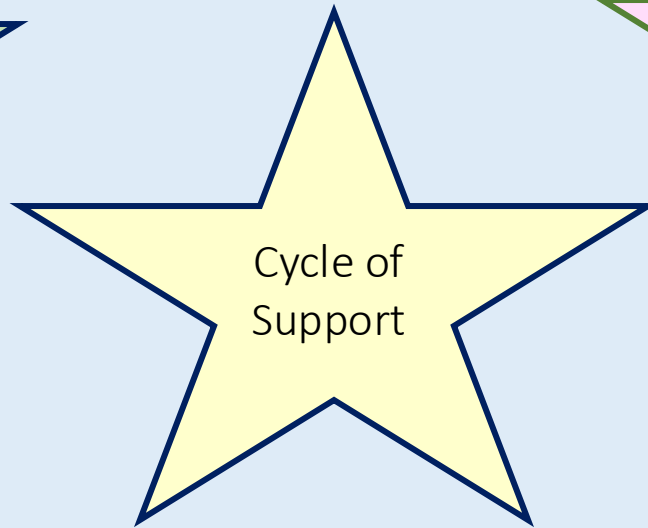
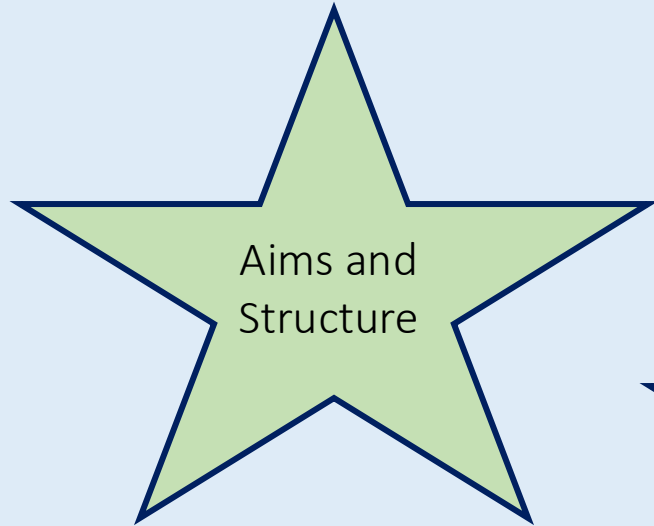
Click on the star values
to start your journey
into SEN at SHJS





Follow the stars to find out about SEN at Sun Hill Junior School

click on the stars below for more information





Aims and Structure of SEN at Sun Hill Junior School

*click on the stars
below for more
information*

Our Aims for
SEN

The Different
Types of SEN

Preparing for
Transition

Useful School
Policies

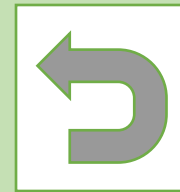
Our Aims for SEN



The entire school community of Sun Hill Junior School is committed to fostering a safe environment where everyone flourishes to make a difference to themselves and others.

We aim to:

- Be aware of children's individual needs, including identifying and providing for children who have Special Educational Needs (SEN)
- Be ambitious for all children in their learning within the school curriculum
- Be aware of, and support, children's emotional and wellbeing needs
- Support, and work alongside, the families of those with SEN
- Keep the child at the centre of our support and actions



The Different Types of SEN

What are the different types of SEN needs?

- Communication and Interaction Needs (including Autistic Spectrum Disorder and Speech, Language and Communication Needs)
- Cognition and Learning Needs (Moderate or specific learning needs)
- Social, Emotional and Mental Health Needs
- Physical and Sensory Needs (Hearing, Visual and Multi-Sensory Impairment)

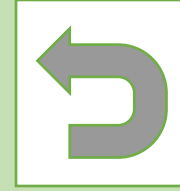


Preparing for Transition

How do we prepare children moving between phases of education?

- We appreciate that transition between different phases of education and schools can be especially challenging for those with Special Educational Needs
- Frequent opportunities for liaison activities between SHJS, Sun Hill Infant School and Perins
- Liaison and exchange of information between any other schools which children move from or to
- Detailed transition partnership exchange of information; needs and effective strategies between Sun Hill Infant School and Perins
- Involvement of parents in any transition agreements between schools, taking on board parental concerns and wishes
- Additional and bespoke transition activities for specific needs including the involvement of other agencies where appropriate

Useful School Policies



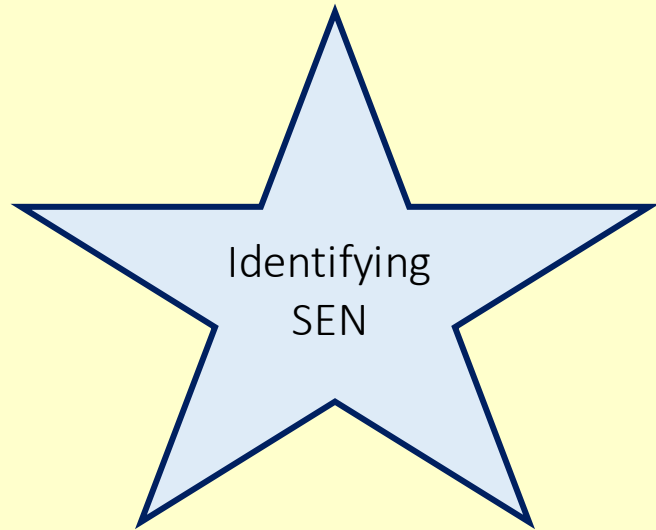
Linked School Policies. These can all can be found on the school website:
<https://www.sunhilljs.net/policies>

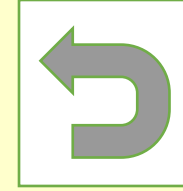
- Accessibility plan
- Equality Duty Policy
- SEN Policy
- Supporting Pupils with Medical Needs Policy



Cycle of Support for SEN at Sun Hill Junior School

*click on the stars
below for more
information*





Identifying SEN

How do we identify if a child has special educational needs?

- Use of a graduated approach; gathering a range of evidence and moving through steps of support and intervention before concluding on SEN
- Close monitoring of attainment and progress by the class and other staff working with the child as well as through whole school assessment and progress reviews
- Liaison with the Infant/previous school
- Liaison with parents and carers
- Monitoring emotional and social well-being
- Liaison with external agencies such as: Speech Therapist, Occupational Therapist, Educational Psychologist (EP), Behaviour Team
- Health diagnosis from medical professionals such as: paediatrician or Child and Adolescent Mental Health Services (CAMHS)



Provision for SEN

How do we provide for children's special educational needs?

- High quality, inclusive class teaching with environments adapted where possible to support children's needs
- Close liaison between home and school
- Personalised, diverse learning opportunities
- Flexible groupings to meet needs whilst still maintaining challenge
- Specific equipment and resources to aid learning and meet needs
- Personalised plans and targeted interventions; 1:1 and group, following an 'assess-plan-do-review' cycle
- Child-centred Individual education plans
- A PSP (personal support plan) outlining children's needs and strategies to support them
- Working closely with other specialist agencies; implementing plans and suggested working practices
- Specific training of staff to enable them to meet children's needs within the classroom and throughout school

Assessing Progress



How do we assess your child's progress towards their targets?

- Continuous ongoing formative assessment by the class teacher and any other adults working with the children
- Where children are working from a different year curriculum from their cohort individual progress targets and focus objectives are set and assessed against
- Discussions with the child
- Targeted interventions which are reviewed regularly and adapted where necessary
- Termly focussed SEN meetings with the SENCo reviewing the progress and support in place for SEN children
- Termly review of individual education plans
- Termly review and updating of Pupil Profiles
- Feedback from parents and carers



Who to talk to at school?

*click on the stars
below for more
information*

About my
child's learning

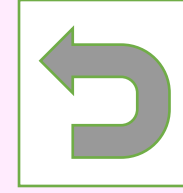


About my
child's
progress?

Who can my
child talk
to?

My Child's
voice on their
support

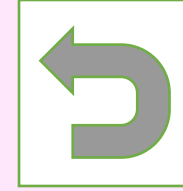
Concerns about my child's learning



Who do I talk to if I have a concern about my child's learning?

- Your child's class teacher – contact them either via your child's home-school communication book or the school email:
adminoffice@sunhillschool.hants.sch.uk
- Email the school SENCo (Special Educational Needs Coordinating Officer) Mrs Marie-Louise Woods: m.woods@sunhill-jun.hants.sch.uk
- The SEN Trustee for VITA MAT: trustees@perins.hants.sch.uk

Talking about my child's progress



How do I find out about my child's progress?

- Written school reports
- Extended parent evenings – these allow longer time than other parent evenings to enable a more detailed discussion should it be needed
- Contact your child's class teacher
- Sharing of the review of your child's Individual Education Plan (3 times a year)

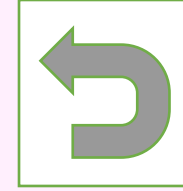


Who can my child talk to?

Who can my child talk to about any concerns or difficulties?

- All members of staff want to support the children in any way they can and are open to children sharing their concerns or worries
- Their class teacher
- Mrs Woods (SENCo)
- Any member of staff in school
- Some concerns can be supported by our school ELSA (Emotional Literacy Support Assistant) staff. This will be arranged via the class teacher and the SENCo

Child's Voice



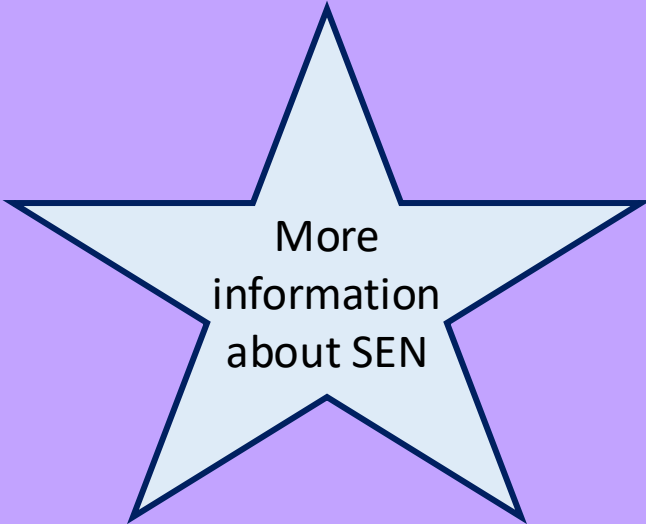
My Child's Voice - on their SEN and learning provision

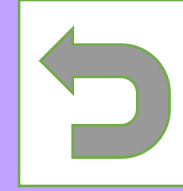
- Direct involvement with the assess, plan, do, review of Individual Education Plans
- Ongoing discussions with class teacher and adults working with them
- Talking to the SENCo
- Sharing relevant thoughts with the School council and other pupil voice groups



Who to talk to outside of school?

*click on the stars
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information*



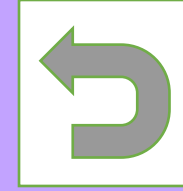


Parent Voice

Parent Voice—where can I share in discussions about SEN and supporting my child

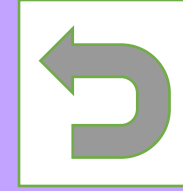
- Parent forum meetings
- Local meetings for parents of children with Special Educational Needs at the Hampshire Parent Carer Network:
<http://www.hpcn.org.uk/what-we-do/>
- Winchester SEN - winchester.sen@hants.gov.uk 0300 555 1384

Concerns about my child's support



Who can I talk to if I have concerns about the provision my child is receiving?

- Your child's class teacher is the first point of call. Contact them either via your child's home-school communication book or the school email: adminoffice@sunhillschool.hants.sch.uk
- Mrs Woods (SENCo) – m.woods@sunhill-jun.hants.sch.uk
- Mrs Griffiths (Headteacher) – s.Griffiths@sunhill-jun.hants.sch.uk
- VITA MAT Trustee - trustees@perins.hants.sch.uk



More information about SEN

Where can I find more information about Special Educational Needs?

- Hampshire 'Local Offer' - Family Information Services Hub:
<https://fish.hants.gov.uk>
- Hampshire Support 4 Send:
www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send
- Independent Provider of Special Education Advice (IPSEA):
www.ipsea.org.uk
- Some specific support can be found here:
 - CAMHS (child and adolescent mental health support)
<https://hampshirecamhs.nhs.uk/>
 - Autism <https://www.autism.org.uk/advice-and-guidance>
 - Communication and Interaction -
<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/>

