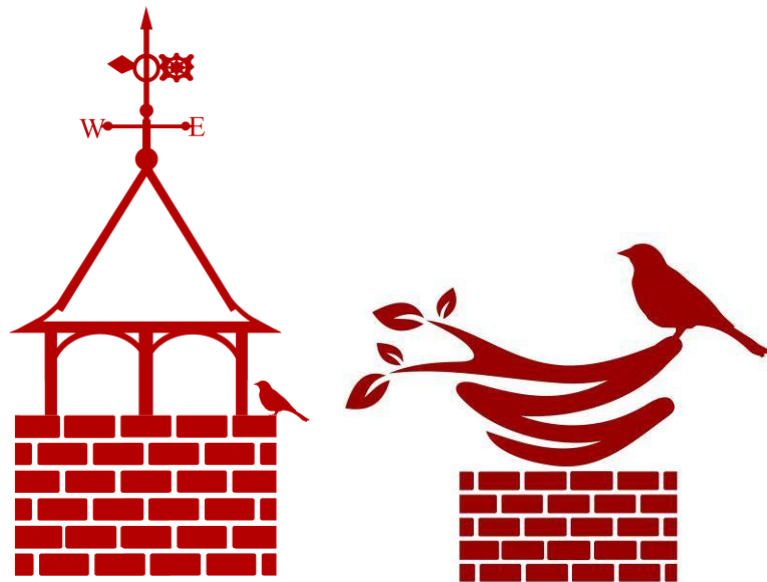


# Juniper Hill School

## SEN Information Report







*Kindness Enjoyment Achievement*

Reviewed March 2026

Review Date March 2027

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' in the Special educational needs and disability code of practice: 0 to 25 years. are defined as:

-  Communication and Interaction
-  Cognition and Learning
-  Social, Emotional and Mental Health Difficulties
-  Sensory and Physical Needs.

Our Assistant Headteacher for SEN / Inclusion is Lauren Long. If you would like to see Mrs Long, an appointment can be made via the school office.

From the 1st September 2014, under Section 65 (3) (a) of the Special Educational Needs (Information) Regulations, all schools are required to publish a SEN Information Report on their school websites.

This report must contain SEN information as is set out in the Schedule, as well as utilising the Local Authority (LA) Local Offer. Consequently, the report should meet the needs of SEN pupils as determined by school policy and the provision that the school is able to determine.

Further information on the Schedule can be found by following this link:

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#why-information-must-be-published>

Juniper Hill School operates within the Buckinghamshire Local offer framework.

The Buckinghamshire SEND Local Offer can be accessed here;

<https://familyinfo.buckinghamshire.gov.uk/send/about-local-offer/>

Our SEND Policy can be found in the SEND / SEMH Unit tab under 'Key Information' on the school website.

Our Accessibility Policy and Plan can be found in the accessibility tab under 'About Us' on the school website.

Our SEN Information Report can be found below:








<https://www.juniperhill.bucks.sch.uk/send-semh-unit>

**Juniper Hill School is a mainstream Primary School with an SEMH Unit (Social, Emotional & Mental Health) for children who have experienced developmental trauma and have attachment needs. Juniper Hill School has a strong caring inclusive ethos.**

In the past, the school has had an ARP for pupils with a Physical Disability (PD), however this has closed and no further admissions for this provision are being accepted. Admissions for children with PD needs were accepted for mainstream placements only until December 2024

### **1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?**

At Juniper Hill School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:





-  Liaison with previous school or pre-school setting
-  Child performing below 'age expected' levels or equivalent (e.g. Standard Age Score test results) and a period of quality first teaching has not had the desired impact.
-  Concerns raised by a parent
-  Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
-  Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
-  Use of tools for standardised assessment such as, NFER assessment packages
-  Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

### **2. HOW DO I RAISE CONCERNS IF I NEED TO?**





Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo, Appointments can be arranged in person, by phone or by email.

### **3. HOW WILL THE SCHOOL SUPPORT MY CHILD?**

#### **3a WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?**










-  The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area
-  Our SENDCo oversees the progress of any child identified as having special needs.
-  There may be an LSA (Learning Support Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and updated throughout the year.
-  Each child on the SEND register may work with different support assistants dependant on their needs and support assistants additional training skills.

### **3b WHO WILL EXPLAIN THIS TO ME?**


-  The class teacher will meet with you formally (this could be part of Parents Evening or separately), in order to discuss your child's progress and the support that they are receiving
-  Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this
-  An appointment can be made with the SENDCo to discuss support in more detail if required.
-  Your child's SEN Support Plan/ Individual Provision Plan will be shared with you and you will be invited to contribute to this.







## **4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?**

### **4a WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?**



-  We are an inclusive caring school.
-  The school works closely with an assigned team of specialists including but not limited to: highly specialist speech and language therapists for children with complex needs, paediatric physiotherapists, paediatric occupational therapists, school nursing team, community nursing team.
-  The School may have to work with additional medical specialists to help meet your child's needs relating to their physical disability.
-  The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
-  The school has a strong nurturing ethos. Every member of staff is considered part of the 'Juniper's Nurturing Team.' All staff support children's pastoral needs; however, children may at times need more focused support in this area. This may include access to the schools ELSA team, Behaviour Mentor or Play Therapist.
-  The school will work with additional agencies including a school counsellor, the CAMHS team, Local Educational Psychology team, Early Help (Including The family Support Service) and school nursing teams to support children's emotional, mental health and wellbeing if required.
-  Emotional Wellbeing has a strong focus within the school's values and curriculum.
-  The school has a strong Anti-Bullying Policy. Time is spent during assemblies, circle time and in PSHE and Life Skills lessons discussing the importance of treating people with respect and celebrating differences.
-  The school has a strong SMSCD policy that helps underpin the values and ethos of understanding differences and needs across the school.

### **4b HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?**




-  The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office

-  Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day.
-  The school is allowed to administer over the counter medication in certain circumstances e.g. pain relief medication if a pupil has suffered a broken bone or sports injury, travel sickness tablets. However, the school is able to refuse to administer any over the counter medication if it is deemed these can be administered outside of school hours.
-  Any medication must be given to the school in the packaging that it was dispensed/ sold in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office. No medication can be administered without the temporary medication form being completed and signed by parents/ guardians. All medication forms can be accessed on the school's website.
-  On a day-to-day basis, the administrative staff/ SENDCo and support staff generally oversee the administration of any medicines. Another member of staff will always witness any administration of medicine and this will be communicated to parents via a letter.
-  As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.
-  All staff hold basic first aid qualifications, and many hold first aid in the work place or full paediatric first aid, which are updated regularly.

#### **4c WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?**










-  The school's Relational and Behaviour Policies are available on the school website. If a child has significant behaviour difficulties a meeting is held with the parents to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. If the child continues to display challenging behaviour, the school will make a referral to the Woodland Pupil Referral Unit or consult any relevant external professionals such as CAMHS.
-  The school has an adopted attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the County Attendance Team.

#### **4d HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

-  If your child has an EHC Plan, their views will be sought before any review meetings (as is age appropriate).
-  Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their lessons.
-  All children are provided with the opportunity to be voted onto the Juniper Cabinet, as well as hold other positions of responsibility, by their class or teachers.

### **5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

-  Our school has an adopted accessibility policy.

-  All areas of the school are accessible by wheelchair and the site is flat access.
-  All classrooms have identified space for additional equipment such as specialist seating.
-  Accessible toilet facilities are available outside the year 3 and 4 classrooms. The disabled toilet has a changing bed and ceiling hoist.
-  Mobile hoists are available when needed for accessibility in other areas of the school
-  The disabled toilet outside the year 3 and 4 classrooms has a Closomat toilet.
-  The school has a range of specialist equipment including but not limited to; adapted PE equipment, ICT equipment, mobile hoists and will liaise with the Occupational Therapy Team if specialist seating is needed to support our pupils with physical disabilities.
-  The school works with the specialist teaching service to ensure personal and specific environmental adaptations are made for those with visual or hearing impairments.
-  The school will work with the accessibility teams to ensure a site assessment for individual pupils is undertaken and specific adaptations made.
-  If you have specific access queries or concerns, please speak with us.





## 6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?




### Ordinarily Available Provision

All schools in Buckinghamshire are required to deliver support under Universal Provision.





<https://schoolsweb.buckscc.gov.uk/send-and-inclusion/send-support/ordinarily-available-provision/>

This easy-to-understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child. The majority of pupils who require additional support will require this at the level of Universal Provision. Only children with the most severe needs will require support at the level of needing an EHCP.

-  The knowledge and skills progression curriculum documents for each subject are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school
-  All learning activities within class are planned and differentiated (adapted to the ability of the children) at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated or extra resources might be used to support individuals.
-  The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate
-  Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon, speech and language intervention groups, identified specialist equipment, individual cognitive assessments.




-  The SENDCo reports to the Headteacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
-  The governor responsible for SEND also meets regularly with the SENDCo. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information
-  The governors agree priorities for spending within the SEND budget, including Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

#### **HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?**




-  By ensuring that children are making progress academically against national/age expected levels and that the gap is narrowing between them and their peers
-  By reviewing children's targets and ensuring that they are being met
-  Through verbal feedback from the child, the parent and teacher to build a wider picture
-  Through children moving off the SEND Register when they have made sufficient progress – parents will always be informed if this has taken place.

#### **7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

##### **WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?**

-  You are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
-  Your child may have an SEN Support Plan that will have individual/group targets. This is reviewed at least termly and parents are provided with an electronic copy via the Provision Map software. This will also provide suggestions as to how you can support your child's learning at home. Parents are invited to comment on the reviews and updated plans, via the parental comments section on Provision Map.
-  When the child's SEN Support Plan is reviewed, comments are made against each target to show what progress the child has made.

#### **8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?**

-  As a school we track and analyse the children's progress in learning against age related expectations on a termly basis.
-  The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry through to Year 6, using a variety of different methods.
-  The staff spend time each half term looking at school data to identify focused groups who need additional support. These groups are prioritised in their planning.





- 🏠 Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example the BPVS, Ravens Non-verbal Reasoning, York Assessment of Reading Comprehension. We may also consult with external professionals if appropriate.
- 🏠 The Headteacher and SENDCo report regularly to the Governing Body. We have a governor who is responsible for SEND, who meets regularly with the SENDCo and attends briefing sessions They also report back to the Governing Body (see section 6)

## **9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?**





- 🏠 All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- 🏠 A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- 🏠 A child with a physical disability / hearing impairment/ visual impairment will have an individual risk assessments for trips and physical activities e.g. swimming, residential trips, etc. We may also consult with their medical teams to ensure suitability of the activity or suggested adaptations.
- 🏠 The school offers a variety of after school club. We aim for these to be as inclusive as possible. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis. Breakfast Club is run by the school, we welcome all Juniper children and will work with our families to make any reasonable adaptations for children with SEND. Our afterschool provision is run by [Teatimers](#), they are committed to meeting the needs of all children. They can be contacted to discuss how they can meet the needs of individual children.

## **10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?**



- 🏠 We encourage all new children to visit the school prior to starting and put enhanced transition plans in place for children in our SEMH Unit (The Nest) and those who have significant needs already identified.
- 🏠 For children starting in Reception, the class teachers hold a meeting for parents in addition to the visit the children make on Transition Day. This helps the parents and staff get to know each other

-  We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
-  If your child has an EHC Plan the annual review meeting will be used as a transition planning meeting to which we will invite staff from both schools
-  Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
-  At any point where a child with SEND is preparing to leave our school, we would seek to discuss with the next setting; an enhanced transition programme for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.





## **11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

-  Our Headteacher and our SENDCo (Claire Garnett and Lauren Long) have undertaken the national SENDCo accreditation. Seven staff members have undertaken Attachment Lead training and are part of the National Attachment Needs network. A number of staff have undertaken Level 1 DDP (Dyadic Developmental Psychotherapy) training. The SENDCo and selected LSA's have also undertaken ELSA training.
-  Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
-  The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required
-  As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including: CAMHS (Child and Adolescent Mental Health Service) Paediatricians, Speech and Language Therapists, Occupational Therapists and Educational Psychologists etc

## **12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?**

-  We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.
-  The specific training held by support staff includes but is not limited to: Phonics, Numicon, Manual Handling, Zones of Regulation, Nurture, Supporting Specific Learning Difficulties, PACE, Supporting ASD and ADHD, Child specific speech and language, Child specific physiotherapy, Attachment Difficulties Awareness. All staff are able to access virtual training provided by the Buckinghamshire Young Person's therapy teams e.g. Supporting Selective Mutism, Sensory Processing

### **13. WHO CAN I CONTACT FOR FURTHER INFORMATION?**

-  Please speak to the class teacher in the first instance
-  General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the SEN / SEMH page of the school website
-  Further information is available from the SENDCo (Lauren Long), Headteacher or, in exceptional circumstances, the SEND Governor.
-  The school has a complaints policy, which is available on the policy page of the school website

### **14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?**

Applications are made via the Local Authority. Please contact the School Office for further information about the school and to arrange a visit with the Headteacher/SENDCo.