



## Joseph Hood Primary School

### **Our Local Offer: For Special Educational Needs and Disability (SEND)**

**Joseph Hood Primary School is an inclusive school. We ensure that all of our children are included in all aspects of learning and school life.**

#### *Introduction*

From time to time some children may need additional support to help meet their needs and to make sure they make progress with their learning. Some children will need support for a longer period of time to make sure that they can access the curriculum effectively and be fully included in everything that school offers.

Special Educational Provision is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised first teaching. It may take the form of additional support in school or require involvement of specialist staff or support services.

Our School has a Special Educational Needs Co-ordinator (SENDCo) who is responsible for the management of provision and support for children with Special Educational Needs and Disability (SEND).

**Name: Wendy Shepard B.A. (Hons) QTS, PGSEND**

**All our teachers are teachers of children with Special Educational Needs and Disability (SEND) and provide quality first teaching, which takes account of the particular individual needs of children. Here at Joseph Hood, Inclusion is interwoven into everything that we do and offer in all aspects of school life.**



## **1. How does Joseph Hood Primary School know if children need extra help?**

This is done in a variety of ways:

- Concerns raised by parents/carers
- Concerns raised by the class teacher.
- Children's progress is tracked each term. Senior staff, including the Special Educational Needs Co-ordinator (SENCO) monitors this tracking to ensure all children are making at least expected progress.
- Information from other settings, previous schools, professionals eg Health Visitors, Speech and Language Therapists
- Health diagnosis from a Health professional e.g. Paediatrician, Doctor

## **2. What should I do if I think my child has special needs?**

- **Please talk to us** – Ask to meet your child's class teacher to discuss your concerns. Teachers are happy to meet with parents before or after school at a convenient time for you both.
- If you require more information you can meet with the Special Educational Needs Co-ordinator (SENCO). Staff in the school office will liaise with the Special Educational Needs Co-ordinator (SENCO) to make an appointment for you. You can also e-mail the Special Educational Needs Co-ordinator (SENCO) on [senco@josephhood.merton.sch.uk](mailto:senco@josephhood.merton.sch.uk)
- The teacher may arrange a meeting with the Special Educational Needs Co-ordinator (SENCO) so both home and school can plan together how to best support your child so they can make progress.

**We work hard to build positive relationships with parents/carers. We are open and honest with parents/carers and hope that they are able to do the same with us.**



### **3. How will I know how Joseph Hood Primary School supports my child?**

- Through meetings with the class teacher and/or Special Educational Needs Co-ordinator (SENCO) to discuss what support or interventions would best meet your child's needs. We will discuss the length of the intervention and how progress will be measured.
- Parents/carers may also meet with the teacher or teaching assistant delivering the intervention.
- Children's targets will be recorded on a School Support plan (SSP). This will be shared with parents/carers. During Parent/carer and teacher meetings all parties are able to meet to discuss the needs of the child and the best way that we can support those needs within our school.

### **4. How will the curriculum be matched to my child's needs?**

- Targeted classroom teaching also known as Quality First Teaching. This means that all teaching builds on what your child already can do and understand. Support is put in place that is specific to the individual child's needs such as more practical learning or providing different resources.
- Using an intervention that research has shown makes a positive difference to children's progress. These programmes are delivered by teachers or teaching assistants who have had extra training. The intervention lasts for a set period of time. Progress is monitored by the class teacher and the Special Educational Needs Co-ordinator (SENCO) and shared with the parents/carers.
- School also uses advice and strategies from other professionals who have worked with your child, for example a speech and language therapist.

### **5. How will the school know how well my child is doing?**

- Class teachers and the Special Educational Needs Co-ordinator (SENCo) will monitor the progress your child is making. This will include discussions with other members of staff who are working with your child. Professional termly tracking meetings are also held between the class teacher and members of the



School Senior Leadership team. At these meetings a child's progress will be discussed with a focus on core subjects (Reading, writing and Maths).

- We will use the targets on the School Support plan (SSP) to measure progress.
- If children have made sufficient progress and no longer need additional support they may move off the Special Needs Register.
- If children are not making as much progress as we would like, the intervention may be adapted or changed. School may seek further advice from other professionals to support your child's learning.

#### **6. How will I know how my child is doing?**

- There is a parent/teacher meeting every term to discuss your child's needs, support and progress.
- We have an open door policy and you are welcome to make an appointment to talk with the class teacher and/or Special Educational Needs Co-ordinator (SENCo) at any time.
- Class teachers, specialist staff, other professionals, Special Educational Needs Co-ordinator (SENCo) working with your child may also arrange to meet with you in addition to the termly meetings.
- School Support plans (SSP) targets are discussed and shared on a termly basis.
- Sometimes, we hold a team around a child meeting (TAC) where a range of professionals plan with parent/carers, the best way to support your child.
- If your child has a statement of Educational Needs / Education, Health and Care plan then they will need an annual review meeting which will be held at school.
- Class teachers write a yearly report which is shared with parents/carers towards the end of the summer term.

#### **7. How will you help me to support my child's learning?**

- By arranging regular meetings and keeping you informed and answering any questions you may have.
- Many of the interventions that we use have work to practise at home.



- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Our subject leaders in Maths and Literacy run meetings for parents/carers to give advice on how to help children.

### **8. What support will there be for my child's overall wellbeing? How will my child's medical or personal needs be met?**

- Class teachers are responsible for the social and pastoral care of the children in their class.
- The school has a range of provisions to support children's wellbeing. These include: a Nurture space with 5 part time Emotional Literacy Support Advisors (ELSA), who are trained and supervised by an Educational Psychologist; the school also employs a Specialist behaviour teacher, who is a Social, emotional and mental health consultant and experienced in working children who require additional emotional or behavioural support.
- School has a policy on managing the administration of medicines. School keeps a register of children with medical needs and allergies and these are shared with all school staff.
- The school has access to the Ordinarily Available Guidance from Merton. This document supports schools in the support and interventions that we are able to offer.
- The school has a range of staff trained as paediatric first aiders. School staff have up to date training covering diabetes, the use of an epi pen; supporting children with cochlear implants and what to do in the case of an epileptic fit.
- The School Nurse writes care plans for children with medical needs with parents/carers and these are shared with staff. Meetings with the school nursing service can be arranged.
- All staff have had up to date safeguarding training in accordance with the Local Authority and current legislation.
- The school behaviour policy is based on positive reinforcement with a clear reward system. We actively celebrate good behaviour with certificates, house points and Golden ticket rewards.



- The school's anti bullying policy was reviewed in conjunction with the children.

### **10. What specialist services and expertise are available at or accessed by the school?**

#### **Based at our school:**

- Emotional Literacy Support Assistants
- ELKAN trained teaching assistants – additional training from a speech and language therapist
- One Higher Level Teaching Assistant who has had additional training in supporting children with additional Speech, Language and Communication needs
- Early Years staff trained in Nelson Early Literacy Intervention
- Nusicom (Maths) trained teaching assistants
- Members of staff trained in using the Dyslexia Screening kit –Junior version.
- Teaching Assistants are trained in a range of interventions to support basic skills.
- All staff trained in supporting children's mental health and well-being.
- All staff trained in the 'Zones of Regulation'
- All staff trained on Trauma and Attachment
- All staff have been trained on ADHD and how schools can best support children.

#### **Accessed from outside school**

- Educational Psychologist
- Language, Behaviour, Learning team
- Virtual Behaviour Service
- Emotional and Behavioural support
- Speech and Language Therapy service
- Looked After Children's Team
- Young Carers
- Merton Sensory Team
- Occupational Therapy team



- Physiotherapy Team
- CAMHS (Child and Adolescent Mental Health)
- School Nurse – Ms Anna Tims
- Merton Independent Parent Partnership Officer (support for parents whose children have additional needs).

### **11. What recent training have the staff supporting children with SEND, had or are having?**

- **Special Education Needs co-ordinator Wendy Shepard- awarded the Post-Graduate National Award in Special Educational Needs Management in October 2015**
- Mental Health Champion Training (Head teacher and SENDCo) September 2019 – February 2020
- Thrive Approach and Accreditation (SENDCo) July 2020
- Early Years' SEND training (Early Years Lead) July 2020
- Developmental Language Delay (All Staff) October 2020
- NELI (Nuffield Early Language Intervention) Early Years Staff September 2025
- ELKAN – Supporting children with ASD in the classroom (Higher Level Teaching Assistants) May- July 2022
- Mental Health Lead Training
- Zones of Regulation (All staff) September 2022
- Attachment and Trauma and how this effects children's behaviour in class (All Staff) September 2022
- Supporting Children with ASD in the classroom (Support staff) September 2022
- Supporting children ADHD in school (October 2023)
- Embedding Mathematical Language in the classroom for SEN learners (November 2023)
- Supporting the communication of children with ASD (November 2023)
- Development of Reading Fluency (November 2023)
- Supporting Dyslexia in the classroom (November 2023)
- Precision teaching (November 2023)
- Using the TALC assessment in Primary Schools (November 2023)



- De-escalation techniques for children (November 2023)
- Supporting writing for children with additional needs (November 2023)
- Providing Quality first teaching for children with social, emotional and mental health difficulties (November 2023)
- Supporting children with Speech and Language difficulties
- Supporting children with visual and hearing impairments in the Primary school (November 2023)
- Cognitive Behavioural therapy (December 2023)
- Adaptive approaches and Pedagogies (December 2023)
- Merton Ordinarily Available training covering Cognitive Behaviour Therapy; Sensory impairment support, Write Away together, TRUGS, Dyslexia Myth Busting, Precision teaching Summer term 2024
- Using strategies to support children with Sensory difficulties January 2025
- NELI (Nuffield Early Language Intervention) Early Years Staff September 2024
- Using the Merton Ordinarily Available Guidance across all phases – ongoing
- Merton SEN Project Autumn term 2024
- ½ termly SEND training for all Learning support Assistants and class teachers
- Merton SENDCo Forum termly meeting
- West Wimbledon Cluster SENDCo meetings

### ***12. How will my child be included in activities outside the classroom including school trips?***

- All children are included in activities and school trips sometimes this may require the help and support of the child's parents.
- Staff complete risk assessments to ensure children can access activities safely.

### ***13. How accessible is the school building?***

- The school building and the playground are accessible to children with a physical disability via ramps and a lift



- Both floors have a disabled toilet.
- We have an electric, height adjustable changing table
- School seeks advice from Merton Sensory team to ensure we meet the needs of Hearing Impaired and Visually Impaired children and make appropriate adaptations.
- The extension to our school built in 2012, is fully DDA compliant.
- School has a range of staff who can speak a variety of languages. We also use Bilingual Assistants from Merton to support us working with children and families with English as an additional language if possible.

#### ***14. How will the school prepare and support my child when joining Joseph Hood Primary School or transferring to a new class or school?***

- We recognise that 'moving on' can be difficult for a child with SEND and plan ahead to ensure that any transition is smooth as possible.
- If your child is joining us from another school or setting we will arrange a meeting with you to find out as much as we can to help us with the settling in period. The Special Educational Needs Co-ordinator (SENDCo), works closely with the school finance officer, designated governor for SEND and the Head of school and Executive Head teacher to review the effectiveness of the spending.
- Teaching assistants are deployed in the school according to pupils' needs and to the teaching assistants' expertise.
- Pupil premium is used on a needs basis to support a range of activities which are published on the school website. A detailed record is kept of the spending and the impact monitored by senior leaders.

#### ***16. How is the decision made about how much support my child will receive? And how will I be involved in this decision?***

- The Executive Head Teacher, Head of School and the Special Educational Needs Co-ordinator (SENCo) discuss all the information they have about SEN in the school, including the children getting extra support



already; the children needing extra support and the children who have been identified as not making as much progress as would be expected. Using this information, resources, training and support is planned. This is reviewed regularly and changes are made when needed.

- Each individual child's provision is discussed at School Support meetings / annual reviews for children with EHCPs and also in termly tracking meetings attended by the class teacher, SENDCo and members of the Senior Leadership team.

### ***17. How will my child be able to contribute their views on how things are going?***

- We encourage and value each child being able to express their views on all aspects of school life.
- We have pupil groups covering a variety of areas for children to belong to. These include, Environmental champions, well-being and behaviour. These groups provide the children with an open forum discussions with school staff about their area.
- Children who have SSP (School Support Plans) discuss and set their targets with their class teacher.
- There is an annual children's questionnaire to collect the views of children especially concerning being able to speak to an adult if they have a worry.
- Children with Education, Health and Care Plans (EHCPs), share their views at their Annual review meeting.

### ***19. How can I be involved in the school more generally?***

- School welcomes parent helpers. Some of our parents support us by helping in the library; going on school trips; running art groups. (All helpers in school must have a current CRB /DBS clearance which can be arranged through the school office). This is accordance with our Safe Guarding Policy
- The school has a welcoming and active PTFA, who meet most Friday mornings in school. Each class has a parent PTFA rep that will be able to give you more information.
- Parents are also represented on the school governing body.



## 20. Who can I contact for further information?

- Your first point of contact will be **your child's class teacher**. Teachers are happy to meet with parents/carers before or after school at a convenient time for you both.
- You can also talk to the **Special Educational Needs Co-ordinator (SENCo) Wendy Shepard**. Staff in the school office will liaise with the Special Educational Needs Co-ordinator (SENCO) to make an appointment for you.
- You can also email **Wendy Shepard** (SENCO) at [senco@josephhood.merton.sch.uk](mailto:senco@josephhood.merton.sch.uk)
- **Fran Turko, Parent Partnership Officer**. Fran Turko provides support and advice for parents/carers of children with additional needs throughout Merton. Her office is on our school site. Fran's telephone number is **0208 543 8854** and email [fran.turko@merton.gov.uk](mailto:fran.turko@merton.gov.uk)
- Special Education Needs and Disability **(SEND) Governor: Harriet O'Connor** can be contacted through the school office.
- **Kidsfirst** [www.mertonmencap.org.uk](http://www.mertonmencap.org.uk)
- **Merton Local Offer for children with Additional Needs:** [Merton Local Offer](#)

## Complaints Policy

At Joseph Hood Primary School, we do our best to provide a friendly and safe environment in which all children will be helped to achieve their potential, both academically and socially.

We are a listening school and work hard to build positive relationship with all our parents/carers.

Our complaints policy can be found on our school website or you can ask for a paper copy from the school office.

Updated: September 2025

Next Update: September 2026