



## Hemington Primary School and Hornbeams Pre-School SEN Offer 2023-2024



At Hemington Primary School and Hornbeams Pre-School we strive to support all our children and enable them to reach their full potential at school. In order to do this, huge steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

### **How do we know if a child needs extra help?**

Each child is assessed individually and a personalised approach to support is put into place. We follow a graduated approach to provision including 'plan, do, review' cycle.

A child has special educational needs or a disability (SEND) if they have a learning difficulty or disability which calls for additional provision to be made for them. This could be identified as having a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

These will include:

- Children identified by their Class Teacher as not making expected progress in all areas of school life after high quality inclusive teaching as identified through regular assessment.
- Children who do not respond to targeted interventions.
- The school Special educational needs and disability coordinator (SENDCo) and Senior Leaders using summer data to review and identify children not making expected progress.
- Parent/carers' concerns.
- Communications with other professionals on points of transfer (eg, pre-schools, key stage transfers).
- If school staff need specialist information on how to best support a child who is not making expected progress, an in-house specialist assessment will be made in consultation with parent/carers and where relevant external agencies will be contacted and involved in the identification of children's individual needs. Parents/carers will be involved at all stages of this process.

### **The Children and Families Bill 2014, SEN code of practice**

The Children and Families Bill takes forward the Government's commitments to improve services for vulnerable children and families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background.

The Bill reforms the systems for adoption, looked after children, family justice and SEND. The reform programme is set out in Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps by: Replacing statements and learning difficulty assessments with a new birth to 25 Education and Health Care Plan (EHCP). Children can also be identified as receiving additional support at SEN Support, previously known as School action plus.

There is an expectation of improving cooperation between all the services that support children and their families.

## **SEND Green Paper 2022 'Right support, right place, right time'**

*SEND Review is a green paper setting out the proposals for the future of the special educational needs and disabilities (SEND) and alternative provision (AP) systems.*

1. New national standards across education, health, and care which will look at how to identify and assess children's needs.
2. Local SEND partnerships to bring together local inclusion plans which meet national standards. Support for parents and carers to find appropriate mainstream, specialist, or independent settings.
3. To introduce a standardised and digitised Education, Health, and Care (EHC) plan process and template to minimise bureaucracy and deliver consistency.
4. To ensure that the process is more streamlined, and reduce the need of a tribunal though mandatory mediation before appealing to the tribunal.

### **Who is the best person to speak to if I am concerned about my child's progress in school?**

- Parents/carers should raise concerns about their child's progress or other SEND issues with class teachers initially.
- If you still have concerns, then speak to the school SENDCo, Mrs Sally Campbell. Who can arrange for a meeting to take place and some assessments of your child.
- You can also arrange to speak to the SEND Governor, Catherine Farmer/Headteacher.
- The Somerset Parent Carer Forum can offer more advice and guidance  
<http://www.somersetpcf.org.uk/>
- If you feel that your child is still not making progress in school and you have followed the above steps, please refer to the school's complaints procedures.

### **How is the decision made about what type and how much support is provided?**

At Hemington Primary School and Hornbeams Pre-School the decision about the type of provision is made in discussion with the class teacher, SENDCo, child and parent/carer.

The school budget, received from Somerset LA, includes money for supporting children with SEND, known as the notional budget. The head teacher decides on the use of the SEND budget in consultation with the school governors and SENDCo, on the basis of needs in the school. The head teacher and the SENDCo discuss all the information they have about SEND in the school, including

- The children getting additional support already
- The children needing additional support
- The children who have been identified as not making as much progress as would be expected.
- What resources, training and support are needed.

### **Which types of SEND does the school support?**

- Speech, language and communication needs (ASD)
- Social emotional and mental health (ADHD)
- Cognition and learning
- Sensory and/or physical needs
- Dyslexia
- Dyspraxia
- Dyscalculia
- Medical Needs short term and long term

### **What are the different types of support available for the children in this school?**

All children will receive “Quality First Teaching” but in addition may access some of the following:

- Emotional Literacy groups
- Forest school
- Breakfast Club
- Social stories and comic strip conversations
- Additional time, readers and scribes for statutory tests
- Small group support focused on specific skills in Literacy and Mathematics
- Where appropriate, short-term, targeted 1:1 work to develop basic skills.
- Thrive, emotional Well-being.
- Programmes of precision teaching

A formal plan to meet your child’s needs will be created with targets and provision, in consultation with you. It will be reviewed termly and updated accordingly.

### **How will teaching and the curriculum be adapted to my child’s needs?**

Teaching and the curriculum will be adapted to the learning needs of individual children, through differentiation and some of the above strategies.

Your child’s needs will be met through quality first teaching and a personalised curriculum. For example pre-tutoring of subject specific vocabulary may take place. Visual resources may be made available along with individualised learning packs.

### **What support does the school provide for parents of children with SEN?**

- Signposting to relevant organisations and information
- Open door policy
- Formal meetings with the Class Teacher and the SENCo e.g. parent’s evenings and annual reviews
- Discussion of child’s SEND Support Plan targets (SSP) and outcomes.
- Regard for the views and aspirations of parent/carers and pupils in decisions regarding SEND provision
- Feedback from any specialist assessments with discussion regarding ways that school and home can work together in the best interests of the child
- School Entry planning.
- Parent and Family Support Advisors (PFSAs)

### **How accessible is the school for a child with SEND?**

At Hemington Primary School we endeavour to make our school as accessible as possible for children with SEND. The building is partly accessible for children with auditory or visual needs, has some access via a ramp towards the rear of the building and a disabled toilet. However, the school is situated in a Victorian building on a steeply sloping site and therefore has significant accessibility issues. In particular, wheelchair users would need assistance to enter the site from the road due to the gradient of the slope, unmade-up pavements and a step at the gate. Please see our Accessibility Plan for further information.

### **How will the school support your child when they leave this school?**

A transition programme will be put in place. This may include:

- Additional visits
- Meetings with receiving class teachers or SENDCo
- Transfer of SSPs and other important documentation and reports
- Individual transition programmes put in place when required

**What training / expertise do the staff have supporting children with SEN?**

At Hemington Primary School we constantly review and update training in SEN. Currently there are members of staff who are trained in:

- Thrive - emotional development and behaviour.
- Speech and language
- ASD training
- Dyslexia friendly teaching
- Emotional Literacy Support (ELSA)
- Forest School
- Paediatric first aid

**Who will oversee my child's support?**

The School's Special Educational Needs Co-ordinator (SENDCo) will oversee the support in collaboration with the class teacher and teaching assistant.

**How will the school help me to support my child's needs?**

The school will share with parents/carers information about their child's needs and what they can do to support them on a regular basis through assessment feedback, SEND Support review meetings, parent's evenings and on an informal basis when parents/carers ask for support.

**What specialist services are available or can be accessed?**

Somerset County Council provide support in school in regards to:

Learning Support Advisor

Parent Family Support Advisor

Behaviour Support

Autism

Educational Psychologist

MNSP has introduced a SEND offer with external agency support available to schools.

In addition, the school can access NHS services from:

Speech and Language Therapy

Occupational Therapy

Physiotherapy

Literacy and Vision Clinic

Further information can be found on the Somerset County Council county offer page:

<https://somerset.local-offer.org/>

**How will the child be included in activities outside the classroom?**

Support and supervision will be in place at times of the day when your child is out of the classroom. E.g. adults in the playground will support your child at play/lunchtimes with behaviour or pastoral needs etc.

One to one support is possible for school visits if necessary.

A thorough risk assessment is always carried out for all trips and reasonable adjustments can be made to accommodate your child's needs in relation to this.

### **3. Assessment**

#### **How will school measure the progress of my child?**

- Your child's progress is continually monitored by their teacher through observation, assessment and review from Early Years to Year 6.
- His/her progress is reviewed formally each term by the head teacher, class teachers, and SENDCo.
- Children receiving support through an EHCP or SEND Support will have their progress monitored more regularly
- If your child is in Year 1 and above, but not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- The progress of children with EHC Plans progress is also formally assessed as part of their Annual Review.
- Children with SEND Support will have an SSP outlining the provision plan and specific targets for the coming term. SSP outcomes will be reviewed and built upon in a structured way.

#### **How will I know how well my child is doing on a regular basis?**

- You will be invited to attend regular parents' evenings
- You are welcome to arrange additional meetings with the class teacher and SENCo as appropriate.
- There will be opportunities for you to discuss how you can support your child's progress with home learning activities
- A home school communication book may be used to share information
- If your child is seen by someone from an outside agency your permission will be sought, your views and the views of your child will be taken into account and you will be given a copy of any reports written.
- You will be invited to contribute to reviews of SSP targets termly.
- At the end of each year you will be sent a copy of your child's school report which will include any formal assessments.

#### **How will I know what progress my child should be making?**

- Discuss the expected progress for your child with your child's class teacher and SENDCo
- Although your child may not be working at age expected levels we will still have high expectations and aspirational targets.