



## Hormead School

### SEND Information

#### Report 2023 - 2024

Hormead First School is a mainstream school which is smaller than average. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals, including those for whom the school receives additional funding is below average.

#### **What types of Special Educational Needs do we provide for?**

At Hormead, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils. Not all pupils with disabilities have special educational needs and not all pupils with Special Educational Needs (SEN) meet the definition of disability. We believe that with proactive partnership working with all stakeholders: children, their families and partner agencies, all children can achieve their full potential, in an environment that stimulates a love for learning. Our values of **Love, Aspiration, Cooperation, Kindness, Courage, Resilience** and **Peace** are promoted at all times and our team is committed to creating an environment where all pupils can flourish and achieve their full potential.

#### **What should you do if you believe your child has Special Educational Needs?**

We encourage open channels of communication between the class teacher and parents and provide a visible presence for parents to seek out staff, as we recognise the positive impact that a close parental partnership has on the education of our children. We would encourage any parent with any concerns about their child to seek out the class teacher in the first instance. If required, advice and support can then be sought from the Special Educational Needs and Disabilities Coordinator (SENCO) and make any appropriate referrals to support your child.

Below are the contact details of our SENCO's and SEND Governor.

	Special Educational Needs Co-ordinator (SENCO)	Nominated Special Educational Needs Governor.
<b>Name:</b>	Miss Stephanie Cawsey	Mrs Lizzie Johnson
<b>Phone Number:</b>	01763 289201	
<b>Address</b>	Hormead First School, Great Hormead, Buntingford, SG9 0NR	

#### **How do we identify children with SEND within our school?**

The early identification of pupils at Hormead is a priority. There are a variety of approaches that we use in order to ascertain whether your child would be appropriate to add your child to the SEND register.

These approaches include but are not exhaustive to:

- ✓ The rigorous tracking of termly progress and identifying any specific areas of concern.
- ✓ Teacher observations and ongoing teacher assessments
- ✓ Discussions during pupil progress meetings
- ✓ Standardised testing administered by SENCO's or External SEND Teacher
- ✓ Specialist Advisory Service identification
- ✓ Educational Psychologist identification
- ✓ Liaising with any previous settings or other agency involvement

**At the heart of the identification process is the parent, school partnership and the open lines of communication between all stakeholders.**

At Hornead we follow the Graduated Approach of identification and support for children with SEND. Children who receive support internally or from an outside agency are placed on the SEND register, with signed permission from parents/carers. Children registered as SEND Support can move from this status if the actions taken by the child, parents/carers, school staff and outside agencies enable the child to make enough progress in their area of needs. However, some children, dependent on their need, may stay on SEN Support or progress to an Education Health and Care Plan.

### What policies are in place to support children with SEND?

Our SEND Policy will give you the information you need about how we organise provision for all pupils with SEND. Our SEND policy is available to view on the school website. If you would like to discuss our SEND provision or find out more, please contact our SENCO who will be happy to discuss it further.

The following policies are available for viewing on the website:

- SEND Policy
- Behaviour & Anti-bullying Policy
- Health and Safety Policy
- Safeguarding Policy
- The School's Local Offer

### How are arrangements made to consult with parents?

Hornead School has a strong commitment to working closely with parents/carers and has an open-door policy to ensure information is always accessible to parents and staff. We value the contribution of information from parents/carers and consults them at many opportunities throughout the academic year. In addition to parents' evenings, where the progress and attainment of pupils is discussed, termly personalised learning plans and pupil profiles (SEND passports) will be reviewed 3 times a year.

Parents are able to ask questions and find out information through various means:

- Initial support from the teacher
- Liaison with the SENCO
- Information is on the school website showing links to school, support services such as SENDIASS.
- Access to support from the Head teacher.
- Transition meetings to ensure smooth entry to school.
- Home visits for Reception children

### How are the children's voices heard in the process?

Pupils are consulted and their views are sought throughout their educational journey whilst at Hornead. We ensure that all pupils are asked about their own strengths and areas for development. They are involved in termly personalised learning plans and we share with them the progress that they have made.

### How does school assess and review the progress of pupils with SEND?

We ensure that SEND pupils are closely assessed through monitoring of classroom practise by the SENCO. Assessment of children is ongoing, with more formal assessments being undertaken at specific time periods during the academic year. Outcomes are discussed with the Headteacher and the SENCO during Pupil Progress meetings at the end of each term. During intervention sessions, pupils' progress is monitored and followed up by liaison with the class teacher. Teachers are expected to identify barriers to learning and analyse outcomes to measure the effectiveness of any intervention. At the end of more formal 1:1 or small group work, data is gathered to measure the impact.

Formal pupil progress meetings for pupils with SEND are held termly to review their Termly Support Plan.

### How do we prepare children with SEND to transition into a new phase of education?

At Hornead we recognise that 'moving on' can be difficult for a child with special educational needs and we take steps to ensure that any transition is as smooth as possible.

If a child is joining us from pre-school: The SENCO will visit pre-schools where appropriate. Children will be able to visit our school and stay for a play session.

If a child is moving to another school: We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for the child. Where possible, a planning meeting will take place with the SENCO from the new school. We will ensure that all records about the child are moved onto the new school in a timely manner.

When transitions take place within school, such as moving into a new class there are various procedures in place to ensure all our children integrate well into their new learning environment. Transition meetings are built into the school calendar and a very child centred approach is adopted. All information on the child will be shared with the new teacher and various opportunities to observe the child in their current class, and work 1:1 or in small groups can be planned for.

Before a move to middle school, detailed records and examples of work are passed on to the school including children's SEND Passports which capture the child's attainment, provision requirements and their voice. If it is beneficial to the child to have a book/social story to support them to understand moving on, then one will be made with them and for them in all cases.

### How do we support child with SEND?

Access to quality first teaching (QFT) is a priority for all pupils at Hormead School. This means that teachers assess, plan and teach all children at the level which allows them to make accelerated progress with their learning. Through Quality First Teaching, we ensure that the curriculum and teaching sequences are adapted to meet the individual needs of all children. We support pupils with SEND through various means:

#### Curriculum support:

- Adaptation of learning in class by the class teacher through quality first teaching (QFT).
- Specialist advice and support from external agencies including Educational Psychologists
- Implementation of various strategies so every child can access the curriculum at a level appropriate to their specific needs.

#### Communication and interaction difficulties:

- Speech and language therapy support (NHS).
- Nurture/focus groups
- Outreach Support Service for Autism- Amwell View

#### Social and Emotional and mental health difficulties:

- Transition and review meetings between school and parents.
- Advice is sought from the Local Authority
- Meetings with Headteacher/SENCO for parents to support behaviour management at home.

#### Physical support:

- Adaptation of the school building to facilitate access and give expert knowledge of specialist equipment needed.
- Risk assessments are completed.
- Individualised Health Care Plans.
- Emergency evacuation plan.

### How does the school adapt the curriculum and learning environment for pupils with Special Educational Needs and Disabilities?

At Hormead we deliver a creative curriculum that is engaging and accessible for all. Through Quality First Teaching, appropriate planning and delivery, close monitoring and assessment, we ensure that the curriculum and teaching sequences are adapted to meet the needs of the individual. The supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the child.

Class teachers plan on a weekly basis but the pupils are assessed formally and informally throughout all lessons. Plans are adapted accordingly to ensure all pupils can reach their full potential.

Pupils are provided with real life experiences to enrich their understanding of different aspects of

the curriculum and we try to inspire pupils with wonderful topic stimuli across the school. They also have lots of opportunities to participate in educational visits to further broaden their understanding, enrich their language and develop their confidence. Advisory teachers help school staff in planning and delivering a highly differentiated curriculum to meet their individual learning needs.

We ensure that equipment used is accessible to all children regardless of their needs. Teaching assistant support will be devolved to pupils to address needs if required. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children too.

Auditory and/or visual requirements will be provided for as required e.g. visualiser and seating in class. The school has appropriate disabled toilet facilities. The building is wheelchair accessible. We have consistency across classrooms - a common approach to enable children to settle easily whichever classroom they are in.

### **How do we ensure that teachers and support staff are well informed and trained about the specialist needs of children with SEND?**

At Hormead, all teachers recognise that they are teachers of ALL pupils and are responsible for SEND provision in the school.

- Termly Personalised Learning Plans and Pupil Profiles are created to ensure the child's needs and voice is at the heart of their education. These are discussed directly with parents and all staff working with the child.
- Structured end of year transition meetings are held between all staff.
- Training for specific learning difficulties is offered as required e.g. autism.
- Regular first aid training and updates take place.
- Medical training in the use of Epipens etc. is offered as required.
- Training is offered to lunch supervisors as needs arise.

### **How does the school evaluate the effectiveness of its provision for pupils with SEND?**

All interventions and additional support is recorded. These clearly state what additional support is being provided, by whom and when. Detailed documentation is kept on the targets being addressed, the work undertaken and the progress made. Targets and progress are reviewed at the end of a block of work and information will be shared with parents/carers termly at parent evenings and through their Personalised Learning Plans and Pupil Profiles.

### **What activities are available for children with SEND above and beyond those in the curriculum?**

Hormead's school policy is designed to be fully inclusive for all pupils. Measures are put in place to ensure that children with SEND can access fully the curriculum and opportunities such as extra-curricular clubs are able to meet their specific needs. For example, all educational visits are risk assessed to ensure that there is full access for children with SEND.

### **What support that is available for improving the social and emotional development of pupils with special educational needs?**

We are a very caring and nurturing school. All staff support children in their social and emotional development throughout their time here with us. Classroom based teaching assistants are often well placed to also support children within that class as they have developed secure relationships with them and can tailor support to their individual needs.

We have a School Council which is made up of representatives from each class who work closely to ensure we engage the children in school life and encourage the children to have a voice. We also work very closely with professional agencies such as the Educational Psychology Service to support children with specific social, mental or emotional health difficulties.

An educational psychologist is allocated to our school. He/she will normally only work directly with pupils whose needs are felt to be considerable and have not responded well to the interventions previously put in place for them.

This involvement is planned for in consultation with the parents/carers, class teacher and SENCO. In order to help with the pupil's educational needs, the Educational Psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carer on how to best support the pupil and take their learning forward.

**What arrangements are made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?**

The first point of contact for a parent if they want to discuss something about their child would be the child's teacher. Parents can also talk to the Miss Cawsey (SENCO) to discuss their child's individual needs or any concerns that they may have. Parents may wish to talk to the Headteacher Mrs Cowler. If parents feel that they cannot discuss a matter with a member of staff they can contact the SEND Governor.....

**Date ratified by the Governing Body:**

**Date reviewed/written:** October 2023

**Next review date:** October 2024

**Signed Virtually by Chair of Governors:** Michael Johnson      **Date:** 07.11.23

**This document will be kept up to date and altered when changes occur.**