

Hormead CE (VA) First & Nursery School



SEND Information Report

2025-2026

Reviewed by Staff: Autumn 2025
Approved by Governors: Spring 2026
Next Review Date: Autumn 2026

This policy has been written in accordance with our School Vision

School Vision

A natural home for all children and adults to have the opportunity to flourish within the community, in a unique and happy school rooted in Christian values.

School Context

Hornmead First School is a smaller-than-average mainstream primary school. Most pupils are of White British heritage. The proportion of pupils eligible for free school meals, including those attracting additional funding, is below the national average.

We are committed to inclusive practice and to ensuring the best possible progress for all pupils. We recognise that not all pupils with disabilities have special educational needs, and not all pupils with special educational needs meet the definition of disability. Through strong partnership working with pupils, families and external agencies, we aim to create an environment that promotes a love of learning and enables every child to flourish.

Our values of **Love, Aspiration, Cooperation, Kindness, Courage, Resilience and Peace** underpin all aspects of school life.

What types of Special Educational Needs do we provide for?

We support pupils with needs across the four broad areas identified in the SEND Code of Practice (2014):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

Some pupils may have needs in more than one area.

What should I do if I think my child has SEND?

We encourage open communication between parents and school.

- Parents should speak to the **class teacher** in the first instance.
- If concerns continue, advice and support can be sought from the **SENCo**.
- Where appropriate, referrals to external agencies may be made with parental consent.

SENCo and SEND Governor Contact Details

Special Educational Needs Co-ordinator (SENCo): Mrs Stephanie Finch

SEND Governor: Mrs Lizzie Johnson

Telephone: 01763 289201

Address: Hornmead First School, Great Hornmead, Buntingford, SG9 0NR

How do we identify children with SEND?

Early identification is a priority at Hornmead First School. A range of information is considered before a pupil is added to the SEND register, including:

- Rigorous tracking of termly progress
- Teacher observations and ongoing assessment
- Pupil progress meetings

- Standardised assessments
- Advice from specialist services and external professionals
- Liaison with previous settings and other agencies
- Parental concerns

At the heart of identification is strong partnership working between parents, school staff and external professionals.

The school follows the **graduated approach (assess, plan, do, review)**. Pupils receiving additional or different provision may be placed on the SEND register with parental agreement. Some pupils may move off the register if sufficient progress is made, while others may remain on SEND Support or progress to an Education, Health and Care Plan (EHCP).

What policies support pupils with SEND?

The following policies are available on the school website:

- SEND Policy
- SEND Information Report
- Behaviour and Anti-Bullying Policy
- Safeguarding Policy
- Health and Safety Policy
- The School's Local Offer

How are parents consulted and involved?

We work closely with parents and carers through:

- An open-door approach
- Parents' evenings
- Termly reviews of personalised learning plans and SEND profiles
- Liaison with the SENCo and Headteacher
- Transition meetings and home visits for Reception pupils, where appropriate

How are pupils' views included?

Pupils are encouraged to share their views throughout their time at Hormead. This includes discussion of their strengths, areas for development and progress, and involvement in termly reviews and personalised learning plans.

How do we assess and review progress?

- Ongoing teacher assessment and observation
- Monitoring of classroom practice by the SENCo
- Termly pupil progress meetings involving the SENCo and Headteacher
- Monitoring and evaluation of interventions

Formal reviews for pupils with SEND take place at least termly.

How do we support transition?

We recognise that transitions can be challenging and take steps to ensure they are well planned.

- Liaison with pre-schools and early years settings
- Additional transition visits where appropriate
- Structured transition meetings between staff
- Sharing of SEND profiles and records with receiving schools
- Enhanced support for transition to middle school, including social stories where beneficial and face to face meetings with next teacher.

How do we support pupils with SEND?.

Quality First Teaching

All pupils access high-quality, differentiated teaching. Teachers adapt learning to meet individual needs and promote progress.

Targeted and Specialist Support

Support may include:

- Small group or individual interventions
- Advice and involvement from external agencies, including Educational Psychologists
- Speech and Language Therapy
- Autism Outreach support (Amwell View)

Physical and Medical Support

- Individual healthcare plans
- Risk assessments and emergency evacuation plans
- Adaptations to the school environment and specialist equipment

How is the curriculum and learning environment adapted?

We deliver a creative and engaging curriculum that is accessible to all pupils. Teachers adapt planning and teaching in response to assessment. Support strategies are reduced as pupils become more independent.

- Accessible equipment and resources
- Teaching assistant support where appropriate
- Visual and auditory adaptations, including seating arrangements
- Wheelchair-accessible building and disabled toilet facilities
- Consistent classroom approaches across the school

How are staff trained and supported?

All staff are teachers of pupils with SEND. Support includes:

- Termly SEND profiles shared with relevant staff
- End-of-year transition meetings
- Training in specific needs (e.g. autism, medical conditions)

- Regular first aid and medical training
- Training for lunchtime supervisors where required

How do we evaluate the effectiveness of SEND provision?

- All interventions are recorded and reviewed
- Progress towards targets is monitored
- Outcomes are shared with parents termly
- SENCo and leadership oversight informs future provision

What additional activities are available for pupils with SEND?

We aim to ensure pupils with SEND can fully access enrichment opportunities, including extra-curricular clubs and educational visits. All visits are risk assessed to ensure appropriate support is in place.

How do we support social and emotional development?

We are a caring and nurturing school. Support includes:

- Strong pastoral care
- Classroom-based support from trusted adults
- Targeted SEMH support where appropriate
- Opportunities for pupil voice through the School Council

How are complaints handled?

Concerns should be raised in the following order:

1. Class teacher
2. SENCo (Mrs Finch)
3. Headteacher (Mrs Cowler)
4. SEND Governor (Mrs Lizzie Johnson)

Formal complaints follow the school's Complaints Policy.

Date reviewed: October 2025

Next review date: October 2026

Chair of Governors: Michael Johnson

This document is reviewed annually and updated in line with changes to legislation or school practice.