

Hemington Primary School



SEN Information Report 2024 to 2025

~~Checked~~ - LIZ CORDON
01/10/24

Approved by:	Governors	Date:
Last reviewed on:	September 2024	
Next review due by:	September 2025	

1/10/24

Craig Weston

SEND Information Report 2024/2025

As per the statutory guidance outlined by the DFE, as a school we ensure that our provision is inclusive and meets the following 3 statements through our accessibility policy and plan: -

- Increase the extent to which pupils with disabilities can participate in our curriculum
- Continually strive to improve our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities or services you provide or offer
- Improve the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities

This Information Report provides information on what services children, young people and their families can expect and access from a range of local agencies, including Education, Health and Social Care. It should be read in conjunction with the following Hemington Primary policies:

- Accessibility Policy and plan
- Anti-Bullying Policy
- Behaviour Policy
- Equality and diversity Policy
- Inclusion Policy
- Medical Conditions Policy

How we identify individual special educational learning needs: -

When pupils have been identified as having a special educational need or disability, we work very closely with the people who already know them including parents, previous settings and specialists and use the information available to identify what possible barriers to learning and implement strategies. If parents believe that, their child has a special educational need we will discuss this with them and assess their child accordingly.

Often these assessments will be carried out by school, but we sometimes request advice from more specialised services such as Educational Psychology, Speech Therapy, Occupational Therapy, Oakfield Special School or The Autism Team. We will always share the findings with parents and in consultation, plan the next steps to best support their child. Sometimes teachers feel that a child has a special educational need; this may be because they are not making the same progress as other pupils.

We believe that early identification and intervention is best to help children achieve success. We will observe the child's learning characteristics and how they cope within our learning environment, we will assess their understanding of what they are learning in school and if appropriate use on going assessments to help us to pinpoint the difficulty using a graduated approach in line with the code of practice (2014). This will help us to identify the child's needs and plan strategies to support their learning.

If school has become concerned about a child, parents will be contacted by the child's class teacher or the school's Special Educational Needs Coordinator (SENDCo), Andrea Reay

and their thoughts and opinions will be sought. We will then work together to create individual learning targets to best suit the child and review this regularly.

How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them: -

We are a child and family centred school and believe that pupils and parents should be at the heart of all decision making about the child. When we assess special educational needs, we discuss with parents if their child's understanding, and behaviour are the same at school and home; we take this into account and work with our parents so that we are helping their child in the same way and helping them make progress. Where appropriate, in line with our graduated response, we will write and review targets with pupils and parents/carers, a copy will always be available to all. We hold regular meetings that allows the pupil, family, school staff, family support worker if required and other appropriate outside agencies to be able to share information, celebrate success and plan next steps.

We use homework to repeat and practise activities that are new and presenting challenge to a pupil. Often, this could be in using the skill in a practical and meaningful way. If parents have any concerns about homework or wish to seek advice on how best to support their child at home, we advise them to contact their child's class teacher. We have an open-door policy, which means that staff can be contacted to address concerns and celebrate successes daily.

Appointments can be booked with teachers or the SENDCo when a more in-depth discussion is required. The Co-heads are on the playground daily in the mornings and welcome you to raise celebrations or concerns about your child's needs.

Who are the best people to talk to in this school about a child's difficulties with learning/Special Educational Needs or disability (SEND): -

Class Teacher. They are responsible for:

Checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and the writing of Personal Learning Targets (PLT's) and sharing and reviewing these with parents at least once each term and planning for the next term.

The SENDCo, Andrea Reay (01332 810447, senco@hemington.leics.sch.uk)

They are responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and action plans to make sure all children get a consistent, high-quality response to meeting their needs in school. This includes developing and monitoring the school's graduated response of support for our SEND pupils and supporting the assessment of progress and impact.
- Ensuring the changes under the SEND Code of Practice 2014 are implemented in line with the schools SEND Action Plan.
- Ensuring that parents are involved in supporting their child's learning and kept informed about the support their child is getting and involved in reviewing how they are doing

- Liaising with all outside specialist agencies.
- Responsible for updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision.
- Applying for additional support and funding where necessary for our most vulnerable children.
- Coordinating Learning Support Assistants and Teaching assistants to ensure the best support is given to the children on the SEND register and those with Education, Health and Care Plans.

Our SEND Governor – Craig Witton. He is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Challenging the schools SEND department to ensure ALL children are reaching their full potential.

Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

Our team of Teaching Assistants and Learning Support Assistants can effectively support individuals or groups of children in the classroom and undertake small group or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities. The provision across school is planned for by our class teachers as part of our quality first teaching.

We have regular contact with external agencies to support staff and children in school including:

Educational Psychologist – Leicestershire Local Authority Team

NHS Speech and Language/Private SALT

Autism Team

Ashmount Outreach

Oakfield Special School (behaviour support)

Occupational Health

North West Leicestershire School Nurse Team

Physiotherapy

Paediatricians

Early Help Team

SEN Assessment team

Virtual Schools for Looked After Children

Community support officer (police)

ELSA (Emotional Literacy Support Assistant)

The wellbeing of our pupils is very important to us at Hemington. We have a qualified ELSA practitioner, Mrs White. She will run sessions in Hemington's relaxing wellbeing room. These could be around building confidence and self-esteem, working on social skills or discussing feelings. Pupils will work on an area for around six weeks and then their support will be reviewed with the class teacher to see if a difference can be seen back in the classroom or playground. Parents will be contacted when Mrs White is working with their child. These may take place in a group or on a 1:1 depending on need. Mrs White has supervision sessions with an Educational Psychologist.

How we use specialist resources to support pupils with special educational needs or disabilities: -

Our staff make individual resources for pupils with special educational needs that support their specific learning targets and reflects the learning undertaken by their peers. We have a range of technology to support different learning styles and help motivate and access learning. These include iPads, computers and microphones. We use an intervention room, pictures, objects, symbol timetables and equipment such as countdown timers for pupils who may need it. We seek advice from external agencies as and when the need arises.

How we modify teaching approaches for individual pupils: -

Our creative curriculum celebrates the different learning styles of all pupils and supports inclusion and differentiation to address the needs of all our pupils. We give children the opportunity to record their work in a range of different forms, which suits their needs and enables them to experience success.

Our curriculum aims to bring learning to life and wherever possible enables the child to experience and be a part of their learning. We encourage educational visits for all and arrange for visitors to come and enable all children to access and benefit from this learning. We are striving to be an inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups so that every child has a level of challenge appropriate for them and experiences success. Teachers adapt their teaching and the learning environment constantly in order to cater for their pupil's academic and physical needs.

When appropriate, staff are deployed to give children additional support for their academic and/or physical need in small groups outside the classroom, or to provide one to one support. We use class and personal visual timelines to help children to understand what activity is coming next. Teachers assess children's progress half-termly and discuss this at termly meetings with the Senior Leadership Team. This will help formulate next steps to support a child's progress.

How We Know Our Support for Our SEND Pupils is Effective and Helping Them to Make Progress: -

- We carefully track how your child is doing through the teacher making lots of assessments in the classroom, tests in maths, reading, grammar and spelling.
- Each teaching team meets together with SLT to analyse the assessments termly and discuss what is working and what needs more input.
- The SENDCo observes SEND children in the classroom and gives the teachers suggestions how they can support your child.
- Professionals from outside of school carry out assessments and observations and feed back to school and yourselves.

What other activities are available for pupils with SEND in addition to the curriculum?

Our children with SEND are given the same opportunities as their peers, with differentiation where required. We have a breakfast club and after school clubs which cover a range of interests which include Forest Schools, sports, creative activities and music.

We strive to ensure that all our trips and extra curriculum activities are fully inclusive and work with parents and external professional to do this where needed.

How we support pupils in their transition: -

Children who join Hemington in Reception are welcomed into our school community with an open session and with a personal home or nursery visit by the early years lead. A number of parent and child taster sessions follow in preparation for their start.

Transition into successive year groups is supported by staff handover meetings, where information is passed on. The children meet their new teacher and taster sessions in the new class are conducted.

Some children are given 'transition booklets' to take home with them to give them the opportunity to familiarise themselves with their new teachers and learning environments. In addition to this, SEND children have further visits to ensure anxieties are reduced. We will plan a child's transition to us with information from parents and all professionals already involved to supporting a child. This helps to enable a smooth and supportive start for a child. A child who enrolls mid-year is offered a transition programme that is suitable for them and parents.

As a child makes the transition to Secondary school, again we will contact and discuss the child's needs with our Secondary school colleagues, invite them to observe the child in our setting and through dialogue with parents and the child set up appropriate transition visits to support a smooth transition.

How additional funding works: -

School receives funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). The school may apply to Leicestershire SEN team for additional funding (SENIF) if a child requires significant additional support or evidence is being gathered to apply for an EHC plan.

If a pupil's Education, Health and Care Plan (EHCP) identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used.

Children who qualify for 'Pupil Premium' are tracked and monitored allowing specific, appropriate interventions to be put in place. This information can be found as part of our school's Pupil Premium statement on our school website.

Where pupils can get extra support: -

Pupils' voice is important here at Hemington and we listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice. Our children are made aware of the support that surrounds them in school. They know who to talk to and have access to a member of the senior leadership team at all times. School welcomes parents to share any concerns that they may have, however big or small. Pastoral support (from the Co-heads) is available every morning and Teaching Assistants are available to hear any concerns.

Safeguarding at Hemington

As a school we are aware of the potential for children with SEND to have **additional barriers when it comes to safeguarding**, the school recognises that this group can be more vulnerable to abuse and neglect. Disabled children may be **especially vulnerable to abuse**, because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Our electronic safeguarding system, **CPOMS**, ensures information is recorded, shared appropriately and action is taken promptly to support this vulnerable group. For further information please read our safeguarding policy on the school website. Hemington have a DSL (Mrs Reay) and Deputy DSL (Miss Timbrell) who work closely with the ELSA practitioner to ensure all children are safeguarded including Looked after children and children with Special Educational needs.

Staff training and development

All staff attend regular training to support all children and children with Special Educational Needs.

Staff have training to:

Keep up to date with changes

Build confidence

Support teaching and learning

Develop skills and knowledge

Staff received the following training 23/24 and this will be increased/built on this year:

Safeguarding Level 1

Autism training

Writing of SMART targets

Sensory Circuits

Trauma and attachment training

Some Teaching assistants have either Paediatric First aid or First Aid at work to ensure children's safety and medical needs are catered for. A record of this is kept at the school office and is displayed around school.

Where parents/carers can get extra support: -

Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by parent's views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration. Termly SEND days are held where parents are invited in to talk about any concerns or next steps.

Our SENDCo (01332 810447 or senco@hemington.leics.sch.uk) can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs. See some suggestions at the end of this document.

For more information on what is available throughout Leicestershire go onto the Leicestershire Local offer home page. Please follow this link:

[Special educational needs and disability | Leicestershire County Council](#)

The Leicestershire Local Offer also have a Facebook page:

Facebook/LeicsLocalOffer

Arrangements for handling complaints: -

Parents can raise concerns about SEN provision by initially contacting their child's class teacher. If needed then contact SENDCO or Co-Head. If the concern is not resolved informally, parents may lodge a formal complaint. The procedure for lodging a formal complaint is contained within the complaints policy

GLOSSARY OF TERMS	
LP	Learning Passport
BP	Behaviour Plan
SEND	Special Educational Needs and Disability
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan- replaced statements in September 2014
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENDCo	Special Educational Needs Coordinator

Contact details of support services for parents of pupils with SEN

The following support services are available for parents of pupils with SEN:

SENDIASS - Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) provides free impartial, confidential and accurate information, advice and support about education, health and social care for children, young people and their parents on matters relating to special educational needs and disability.

<https://www.kids.org.uk/sendias>

Local Authority: Special Educational Needs Assessment service (SENA)

Phone: 0116 305 6600 Email: senaservice@leics.gov.uk

Specialist Teaching Services (Autism Outreach support, Learning support, Hearing and Vision support) Tel: 0116 3059400

Support for Mental Health: Child and adolescent mental health service (CAMHS)

Leicestershire and Rutland Team 0116 2952992 Young Minds helpline: Tel: 0808-802-5544

Support for ASD: <https://www.autism.org.uk/> <https://www.autism.org.uk/about/family-life/parents-carers.aspx> <https://www.leicestershireautisticsociety.org.uk/>

School Nurse: North West Leicestershire Public Health (School) Nurse Team, Coalville Health Centre, 0116 215 3250

Support for ADHD: <https://www.adhdfoundation.org.uk/information/parents/>

<http://cmsms.adhdsolutions.org>

General Info on ADHD - <http://www.adders.org/info170.htm> Self-esteem - <http://www.adders.org/info79.htm>

Managing ADHD - <http://www.adders.org/info58.htm>

Support for Dyslexia: Leicestershire Dyslexia Association - <http://ldadyslexia.org.uk/>

<https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child>

<https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters>

Support for Motor Co-ordination Disorder/Dyspraxia –

<https://dyspraxiafoundation.org.uk/> <http://www.movementmattersuk.org/>

Support for Dyscalculia – <https://www.sess.ie/categories/specific-learning-disabilities/dyscalculia/tips-learning-and-teaching>

<https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences/dyscalculia-and-maths-difficulties>

Support for Speech and Language – <https://www.tamesidehospital.nhs.uk/our-services/community-services/speech-and-therapy.htm>

<https://www.thecommunicationtrust.org.uk>