

# SEND REPORT 2023/2024



**Hordle CE (VA) Primary School**

Building a learning community



## Introduction

The primary schools within the Arnewood Pyramid are wholly committed to inclusion. As a pyramid of schools we work very closely together and collectively share high aspirations and expectations of all pupils and work in close partnership with parents to achieve the best for each and every individual.

We would expect that the significant majority of children's needs will be met within the classroom through quality first teaching.

As a pyramid of schools, through our share improvement plan, we invest in our staff, training them in a wide range of inclusive approaches to learning. Equally, we invest in high levels of support staff in classroom to maximise the adult:pupil ratios.

We hope that you find this local offer useful and informative. If you have any further questions, please contact the SENCO of the school who will be happy to discuss your child's specific needs.

**Headteachers of the Arnewood Pyramid.**



## **How does Hordle CE (VA) Primary School know if children need extra help?**

Teachers will liaise with pre-schools, outside agencies previous schools and with you, the parents, before joining our school.

Concerns may be raised by you or teaching staff after your child has started school perhaps because your child is performing under age related expectations. There may also be changes in your child's behaviour or emotional stability and wellbeing.

Liaison could be with external agencies which may include paediatricians, educational psychologists, occupational and speech and language therapists as well as physiotherapists.

## **What should I do if I think my child may have special educational needs?**

At Hordle CE (VA) Primary School we pride ourselves in building positive relationships with parents and strive to build and maintain honest and open relationships with all.

If you have concerns about your child's needs talk to class teachers, SENCo, Headteacher or other professional adults within the school.



## **How will both Hordle CE (VA) Primary School and I know how my child is doing and how will they help me to support my child's learning?**

We monitor and assess the children's learning constantly in order to inform us of your child's next steps in learning and development. Assessment data is collected and analysed regularly by class teachers and senior management. This is reported to parents in two 'Learning Reviews' and an annual report.

Parents are encouraged to speak to class teachers regarding their child's learning as an ongoing process. Informal opportunities are available daily to discuss individuals and appointments are available for more extensive issues.

Children in school may be identified as requiring additional support to promote their development. They may be given a Personal Development Plan which will be shared regularly with their family. It will include specific focussed developmental targets which will be measurable and achievable. This will be reviewed regularly throughout the year.

Children who are identified as requiring additional and different support will be placed on the school's SEND Register. This register is a document that we keep at school. It is part of the assessment and decision making process. It informs both class teachers and senior management that your child has identified educational, emotional or physical needs and ensures that your child has the support that he or she needs. Parents will be kept informed and involved in this process. If your child needs this, they will have a Personal Development Plan which will be written in partnership with teacher, parent and child. This will be reviewed regularly with the expectation that targets will be achievable though challenging outcomes enabling children to succeed.

Times of Transition (change of phase or school) can often prove daunting and extra support may be needed to ensure a smooth process. Your child may need an Transition Partnership Agreement (TPA) where all stakeholders, including the child, work together to maintain the best interests of the child.

If it is required parents can be given information on other support available in the local area. Staff will be able to suggest additional resources and provision to help parents support their child.

**Working together to realise our potential**



## **How will staff at Hordle CE (VA) Primary School support my child?**

The class teacher will support individual progress by providing tasks that are suitable for your child. She or he is the first point of contact and may draw on others to aid support.

In addition, in consultation with Phase Leaders and the SENCo, small group or individual support may be provided. This will be specific, to ensure your child is successful with their learning. A teaching assistant will usually deliver this support under the supervision and guidance of the class teacher, Phase Leader and SENCo.

All individual programmes are carefully monitored and evaluated to ensure the support is effective. The SENCo will co-ordinate and oversee any support from outside agencies.

## **How will the curriculum at Hordle CE (VA) Primary School be matched to my child's needs?**

All work given to pupils is differentiated according to individual needs and next steps in learning. Often this is successfully achieved by grouping children and setting work according to the groups' need. Sometimes however, it is necessary to provide an individualised curriculum so that every child is able to achieve their full potential in every lesson. This may be after consultation with SENCo and outside agencies.



## **How is the decision made about what type of and how much support my child will receive?**

Perhaps you or the class teacher has raised concerns about your child's progress either educationally, emotionally, behavioural or physically. Parents, the SENCo, class teacher, visiting professionals and the head teacher will work together to make a decision about the support your child needs.

Support given to any child is personalised to provide assistance in success with personal targets/school life. Educationally; here we use data to support us. If we see that your child is not making expected progress we can support them by putting in place specific programmes of work (intervention programmes). This could be a reading, spelling, phonics or maths programme. We monitor the success of the intervention by benchmarking your child's attainment at the beginning and at the end of the programme. This then informs the next steps.

Emotionally; in school have a Key worker system and a trained ELSA worker to offer emotional literacy support to children.

Behavioural; we would put in place a behaviour programme managed by the class teacher which could involve your child receiving agreed rewards when he or she has completed targets satisfactorily.

Physical; support usually involves special equipment and exercises with advice and training from Occupational Therapy Team and Hampshire's Schools' Advisory Team for Physical Development.

If children are receiving 'additional' support, we must be accountable for the effectiveness of support given. Not only would we expect overall progress but we would be looking at specific progress against their targets.



## **How will my child be included in activities outside the school**

Educational Offsite Trips are planned to enhance the curriculum.

Should your child have any additional needs we would be discussing these with you and any support agencies, in relation to the Trip's planned activities.

We always carry out rigorous risk assessment plans outlining the ratio of adults to children. It is usual for staff to have carried out a pre-visit where we would discuss with site staff the particular additional needs of any individuals. It may be that we would then advise that you make a pre-visit with your child or ask you to attend the trip.

## **How accessible is the environment**

The school can be accessed by a wheelchair with modifications to the route around school. There is a disabled toilet which is fully wheelchair accessible. We work in partnership with families, OTs, physios and the Hampshire PD Team to make sure that the physical environment is accessible and safe.

Any specialised equipment recommended by other agencies will be provided to ensure access to learning. All classrooms have electronic visual timetables



## **What support will there be for my child's overall wellbeing?**

At Hordle CE (VA) Primary School every child's wellbeing is paramount. We believe that children will learn best when their social, emotional, physical and academic needs are met.

### **Attendance**

A clear attendance policy is sent home to every parent annually. Parents of children with poor attendance are invited in to discuss ways to support attendance. Good attendance is rewarded – children are given termly attendance certificates.

### **Behaviour**

We emphasise positive behaviour management. Individual behaviour plans drawn up in partnership with SENCO, teacher, parents and child which are personalised to provide appropriate support to reduce the risk of exclusion.

ELSA – Emotional Literacy Support is given to children identified with this need. The SENCo will co-ordinate these sessions in consultation with class teacher and ELSA team.

### **Medical**

At school we have qualified First Aiders and paediatric First Aiders on site at all times. We have a comprehensive 'Administration of Medicines' Policy that clearly states how the school can support the child's medical needs.

### **Outside agencies**

We work in partnership with a comprehensive list of other agencies to support the needs of the individual child.

### **Personal Care**

We have published 'Guidance on toileting needs in schools and Early Years settings' which includes a care plan that is drawn up in partnership with parents/carers and school staff to meet the personal care needs of the child.





## **What training is provided for staff supporting children with SEND?**

The SENCo at Hordle CE (VA) Primary School is Ms Mandy Raybone who can be contacted on 01425 611657.

The SENCo and Leadership Team carries out an audit of training needs annually to inform them of training needs throughout the school.

All teaching assistants who carry out intervention work with pupils will have been trained on that intervention programme.



## **How are parent carers/young people currently involved at Hordle CE Primary School? How can I get involved and who can I contact for further information?**

At Hordle CE (VA) Primary School we strive to foster positive working relationships with all parents. We value the role parents play and encourage them to play an active part in their child's education.

Teachers are readily available to discuss learning with parents and carers. There are two formal Learning Reviews annually and an additional comprehensive written report. Parental feedback on this report is welcomed and parents' views are sought by an annual survey.

Children who are identified with additional SEND needs are invited to review Personal Development Plans and attend Transition Partnership Agreements and Annual Reviews as appropriate. Parents will be kept fully informed of additional support their child receives. Parents can request a meeting to discuss their child's needs with class teacher, phase leader, SENCo or head teacher.

Parent information sessions and workshops are offered to help parents' support their children at home. Parents are welcomed into school as helpers for reading, school trips or helping in class. If you are interested in offering your support please speak to your child's class teacher.

Homework is set weekly to promote and support learning but also serves as a valuable communication tool between home and school.

There is a full transition programme in place for children starting their Foundation Year. Children will be invited to visit the school and take part in activities in their new classroom, where they will meet adults and peers. Parents are invited into school for an informal meeting prior to their child joining the Foundation stage. Parents and children may be offered a home visit and staff may visit your child in their current pre-school setting.

Children joining other year groups are encouraged to visit the school with their families prior to starting here.



There is a warm friendly and very effective PTA (PATCH – Parents and Teachers in the Community of Hordle) who meet regularly to plan and carry out fund raising events for the school. They always welcome new members to their team.

In addition, should a vacancy occur, parents may wish to stand for election to the schools governing body, as a parent governor.

## **What steps should I take if I have a concern about SEND provision at Hordle CE Primary School?**

In most cases we would recommend that you initially discuss any concerns you may have with your child's class teacher.

Additional discussions could then be arranged with the Phase Leader, SENCo and head teacher.

These discussions could include face to face meetings or scheduled telephone consultations. The school office will help you to arrange this. The number is 01425 611 657.

If appropriate outside agencies could then be contacted if further support or advice is required.

A record of these conversations may be made and any points to be actioned agreed. It may also be necessary to arrange a follow up review meeting.



## **What special services and expertise are available at or are accessed by the school?**

At Hordle CE (VA) Primary School we can draw on the support and advice of several outside agencies. Below is a list of the agencies that we currently use. Should we need support from an agency not listed we would contact them and ask for support. Additionally, not mentioned on the list, is the support of expertise and experience of all colleagues on the staff.

- Support & training from diabetes nurse
- Support & training from occupational therapist
- Support & training from physiotherapist
- Forest Park – Special School Outreach
- Clifford Centre – Behaviour Support Outreach
- Hampshire Teacher Advisory Service for SEND
- School Nursing Team
- Speech and Language Therapy Service
- Educational Psychologists
- Inclusion Team
- CAMHs
- Social Care referral
- Portage
- EMTAS
- Health Visitors
- Paediatric Team



## **What special services and expertise are available at or are accessed by the school?**

Should you wish to visit Hordle CE Primary School, please ring the office on 01425 611 657

You are welcome to visit us, tour the school and have an informal chat.

You could also ring the school office to book a more formal appointment with the Head teacher or the SENCo to discuss any concerns you may have.

Parents of children currently at Hordle should contact the class teacher, who is available daily before and after school. The class teacher is supported by the Phase Leader and SENCo in determining the support required.

The SENCo at Hordle CE (VA) Primary School is Ms Mandy Raybone. She can be contacted by ringing the school office.

In school, if your child is on the SEND Register, the following qualified and trained staff may have a role in your child's education:

- Class teacher and Phase Leader
- SENCo
- Teaching Assistants
- Specialist Speech and Language TA
- ELSA

Other outside agencies who support the work in school include:

- Occupational Therapists
- Physiotherapists
- CAMHs
- Educational Psychologists
- Speech & Language Therapists
- Outreach teachers
- Behaviour Support Team
- Hampshire Teacher Advisory Service for SEND
- Specialist Medical Advisors



## **Where can I get more information?**

You can access further information regarding the local offer from the following website:

<https://fish.hants.gov.uk/kb5/hampshire/directory/home.page>

### **What is the local offer?**

The Children and Families Bill became statutory in 2014. Local authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with SEND aged 0-25. The aim of the Local offer is to provide choice and transparency for families. It is also important as a resource for understanding the range of provision in the local area.