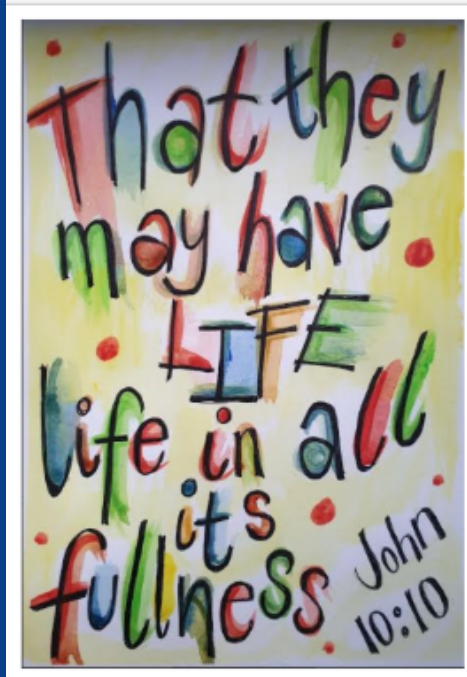




That they may have life; life in all its fullness - John 10:10

Hordle CE (VA) Primary School



Parent SEND Information 2026/2027

Any reference to 'the school' throughout this policy shall mean Hordle CE (VA) Primary School and Nursery.

Through an education rooted in God's love and grounded in our community through teamship, our children will shape their identity to become aspirational learners, with enquiring minds and deeply held personal values ready to take on their responsibilities; living life in all its fullness as Global Citizens of the future.

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Introduction

At Hordle CE Primary School and Nursery, we have high aspirations and expectations for all. We believe, fundamentally, that every child has a right to live life; life in all its fullness, and we therefore work in close partnership with parents, and other agencies where necessary, to achieve the very best possible outcomes for each and every child.

We are an inclusive school that welcomes and celebrates diversity. At the heart of our pedagogical approach, we believe that learning is most successful when children have established trusting relationships and made meaningful connections, feeling safe and valued as part of Team Hordle. We believe that a sense of identity and belonging serves to establish high self-esteem which is crucial to children's well-being. We are proud of our nurturing TEAM ethos here at Hordle and believe that by having high aspirations and a strong sense of identity, children have the best chance of developing into safe, happy and valued individuals.

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

What should I do if I think my child has special educational needs?

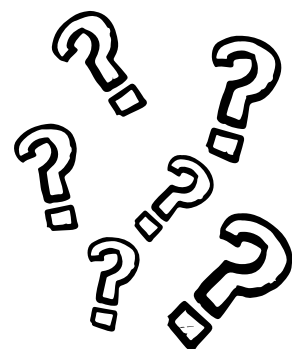
At Hordle CE (VA) Primary School we pride ourselves in building positive relationships with parents and strive to build and maintain honest and open relationships with all.

If you have concerns about your child's needs, we recommend you talk to your child's class teacher in the first instance. The SENDCo or Headteacher are also available to discuss any concerns that you may have.

At Hordle CE (VA) Primary School and Nursery, we have a wealth of experience in supporting children with Special Educational Needs. We are proud of the relationships we make with our parents and carers and we want to do all we can to support you and your child. As a school, we believe that honesty and transparency are key in discussing the aspects of school your child may find challenging.

We would always urge parents to raise any concerns or worries as soon as possible. However, we would politely ask that parents speak to staff respectfully. We recognise the frustrations that can be associated with awaiting diagnosis and external reports but these are often matters beyond the control of school staff. As mentioned previously, we will always do all we can to support you whilst working within the parameters of both time pressures, workloads, the response times of external agencies and financial constraints.

If you do have any concerns about your child's needs, we would always recommend you talk to your child's class teacher in the first instance. The SENDCO or Headteacher are also available to discuss any concerns you may have.



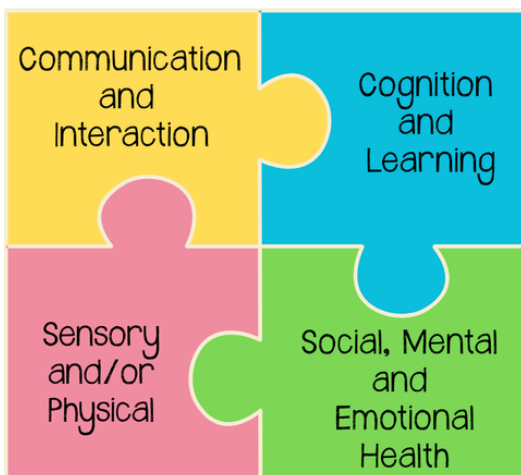
"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) 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."

Reference: DFE-00205-2014

How does Hordle CE Primary School know if children need extra help?

The Children & Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way: A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

The four areas of special educational need are communication and interaction, cognition and learning, sensory and/or physical and social, mental and emotional health.



Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

Before a child joins our school, teachers will liaise with pre-schools/previous schools, involved outside agencies and with parents/carers. Should there be existing special educational needs or disabilities identified, we would endeavour to ensure transition into our school is as smooth as possible with appropriate support available for your child to allow them to settle in quickly, establish positive relationships and continue to make progress from their individual starting points.

Once a child has started in school, concerns may be raised about their development, academic attainment or progress by you or your child's teaching staff. It may be that your child is performing under age related expectations or not making as much progress as expected. There may also be noticeable changes in your child's behaviour or emotional stability and wellbeing that need to be explored further. In some cases, a child may receive a new diagnosis from medical professionals that requires additional support or adjustments to be made in school.

N.B. It should be noted that whilst external reports may confirm a diagnosis, this does not necessarily mean there will be a significant adjustment to provision being made in school. Often, we will have already implemented quality first teaching practices and possibly more targeted intervention/s to address your child's needs whilst confirmation of a diagnosis was pending. However, it is important for parents to share this documentation so we can update our records, accordingly and review provision in light of any recommendations.

Children who are identified as requiring additional and different support, over and above what is ordinarily available through the school's universal provision, will be placed on the school's SEND Register. This register is a document that is kept at school. It is part of the assessment and decision making process that informs both class teachers and senior management that your child has identified educational, emotional or physical needs, ensuring that they receive the support necessary. Parents will be kept informed of any changes to their child's SEND status and receiving schools will be informed of any SEND support a child has received at the point of transition.

How will staff at Hordle CE Primary School support my child?

The class teacher will plan to support individual progress by providing tasks that are suitable for your child. They will ensure learning is accessible and adapted to individual needs using appropriate models, resources and scaffolds to support progress. The class teacher may liaise with other staff and professionals to aid the support of pupils with additional needs in their class.

We would expect that the significant majority of children's needs will be met within the classroom through universal provision and quality first teaching. In addition to whole class teaching, small group or individual support may be provided. This will be specific and measurable, 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 SENDCo.

Children in school identified as needing additional and different support may be given a Personal Development Plan (PDP) which will be shared with their family. The PDP will include details of any support and intervention being received by your child and contains specific focussed developmental targets which are monitored and reviewed regularly throughout the year.

Any individual support programmes will be carefully monitored and reviewed to ensure the support is effective. The SENDCo will co-ordinate and oversee any support from outside agencies.

If your child has more complex SEND needs, they may require an Education Health Care Plan (EHCP) which outlines the personalised provision that they require that is over and above what would typically be available in mainstream school. A formal annual review meeting will take place to discuss your child's progress and set new outcomes. All relevant outside agencies involved with your child's care and development will be invited to attend this meeting.

Support given to any child is personalised, closely monitored and regularly reviewed to ensure that it remains appropriate and is best placed to enable them to make progress towards their targets and to participate as fully as possible in school life.



EHCP and 1:1 Provision

It is very important for parents to note that when a child is awarded an EHCP, this does not mean that a child is automatically awarded a 1:1 adult. In fact, this is highly unlikely. It is far more likely that an EHCP plan will use the terms: 'small group' and 'whole class'. Often, where an EHCP does stipulate the term 1:1 within the plan, it also states that this may be for limited time intervention only.

How will Hordle CE Primary School know how my child is doing and how will they help me to support my child's learning and development?

We believe communication between home and school is essential in order to best meet the needs of your child. Throughout the school year, there will be opportunities to discuss with your child's class teacher and these include: parent drops in and learning reviews. However, we recognise that often class teachers are available at the end of the day for a very brief handover and parents are warmly encouraged to book appointments to speak with their class teacher should they wish to discuss matters at greater length as and when they arise. Should you have a child with an EHCP, then there will be a more formalised annual review process which be arranged by the school SENCO.

We kindly ask parents to appreciate that teachers are responsible for the care and learning of around thirty pupils, and therefore must manage their time carefully to meet the needs of all children. Our staff will always endeavour to respond to communications within 48 working hours.

We monitor and assess 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. Children's progress is reported to parents through two 'Learning Reviews' and an annual written report. Children who are identified as requiring additional and different support, over and above what is ordinarily available through the school's universal provision, will be placed on the school's SEND Register. This register is a document that is kept at school. It is part of the assessment and decision making process that informs both class

teachers and senior management that your child has identified educational, emotional or physical needs and ensures that they receive the support necessary. Parents will be kept informed of any changes to their child's SEND status. Children in school identified as needing additional and different support may be given a Personal Development Plan (PDP) which will be shared with their family. The PDP will include details of any support and intervention being received by your child and contains specific focussed developmental targets which are monitored and reviewed regularly throughout the year.

If your child has more complex SEND needs they may require an Education Health Care Plan (EHCP) which outlines any personalised provision that they require that is over and above what would typically be available in mainstream school. A formal Annual Review meeting will take place to discuss your child's progress and set new outcomes. All relevant outside agencies involved with your child's care and development will be invited to attend this meeting.

It must be noted that we are a mainstream school and whilst we can and do make reasonable adaptations and deliver bespoke support, we are not specialised in a particular aspect of SEND and we do not have a resource provision unit or an environment specifically designed for more complex needs. Our Foundation Stage classroom is a freeflow unit for 45 pupils and our junior classes have 34 pupils per class. The majority of our Teaching Assistants are trained in generic, quality first SEND provision. Therefore, the introduction of any more specialised arrangements may take time to embed with the support and guidance of relevant agencies.

What happens during times of transition?

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 a Transition Partnership Agreement (TPA) where all stakeholders, including the child, work together to formulate a plan that maintains the best interests of your child.

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



How will the curriculum at Hordle CE Primary School be matched to my child's needs?

At Hordle CE Primary School, we provide inclusive quality first teaching for all pupils in all lessons. All work within class is pitched at an appropriate level so that all children are able to access learning according to their specific needs. Often, this is successfully achieved by grouping children according to their current level of ability and next steps for learning. Teaching staff will ensure learning is accessible and adapted to individual needs using appropriate models, resources and scaffolds to support progress and will seek to remove barriers to learning and participation.

On occasion, it may be necessary to provide an individualised more bespoke curriculum in order that every child is able to achieve their full potential. This individualised plan would be implemented after consultation with the SENDCo and other outside agencies.

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.

The class teacher has overall responsibility for the pastoral, medical and social care needs of the children in their class, and should therefore be the first point of contact for parents. Where further support is needed, the class teacher will work closely with the SENDCO or Safeguarding Leads for additional advice and guidance. In some cases this may lead to a meeting with the SENDCO, though this will not always be required. As our SENDCO oversees provision for all children from Nursery to Year 6, we kindly ask that parents raise initial concerns with the class teacher, who knows their child best and can ensure the right support is put in place promptly.

Where further support for a child is required, this may involve working alongside outside agencies for example: Health and Social Services, the Behaviour Support Team, Educational Psychologists and the Mental Health Support Team.

Attendance

Excellent attendance and punctuality are crucial to a child's success. Clear attendance guidelines are sent home to every parent and we strive for our children to have an attendance rate of 97% or above. Parents of children with poor attendance are invited in to discuss ways that attendance can be supported. School have a good understanding of Emotionally Based School Avoidance and will endeavour to support the family through best practice approaches.

Behaviour

As a school, we have a positive approach to managing children's behaviour with a clear whole school behaviour policy based on supporting children to successfully follow our school rules of Ready, Respectful and Safe. We use a restorative practice approach through proactively helping children to understand how their behaviour affects others, restore relationships and make better choices next time. Where children need further support to manage their behaviour, personalised Individual Behaviour Management Plans (drawn up in partnership with teacher, SENDCO, other agencies, parents and child) provide appropriate support to promote self-regulation and to reduce the risk of exclusion

Medical

At school we have qualified Paediatric First Aiders on site at all times. Some children with specific medical or health needs may require an Individual Care Plan that clearly outlines how the school can support the child's medical needs. We have an 'Administration of Medicines' Policy that ensures children can receive any prescription medication during the school day.

Personal Care

We have policies outlining intimate care, toileting needs and privacy in schools and Early Years settings. Individual care plans for more complex care issues can be drawn up in partnership with parents/carers and school staff to ensure the personal care needs of the individual child are met.

Social and Emotional

We use the Zones of regulation Curriculum and Colour monster resources to develop our children's awareness of feelings and emotions and to explore a variety of tools and strategies for self-regulation, prosocial skills, self-care, and overall health and wellbeing.

In school, we approach social and emotional needs using a clearly defined tiered approach. In the first instance all class teachers are trained in a range of quality first strategies which can be deployed to support a child. If it is deemed necessary, a child may be allocated a key worker. This will be the introduction of a trusted adult who can get to know your child and support them through a period of emotional turmoil. It is central to our approach to social and emotional needs that only when children feel a sense of connectedness and belonging that they can begin to address the matters causing upset.

We are very proud of the Emotional Literacy Support interventions we have worked hard to establish here at Hordle CE (VA) Primary School and Nursery. Our ELSA is highly trained and uses a range of age-appropriate approaches, dependent on the needs of the child to provide appropriate social and emotional intervention. At times, a more targeted intervention for a child, addressing a particular issue, may be necessary. In all cases, our ELSA will seek permission from parents/carers prior to the commencement of any intervention.

It is important for parents to understand that the SENDCO will co-ordinate these sessions in consultation with the class teacher and the ELSA. There is an important triage system to ensure children who require the most urgent intervention can access this and therefore when parents request support, they need to understand that this request will be triaged and their child may or may not be added to the waiting list for ELSA.

How accessible is the environment at Hordle CE Primary School?

Hordle CE School is a single storey building which can be accessed by a wheelchair with modifications to the route around school. There is an accessible pupil toilet next to the Foundation stage classroom which is fully wheelchair accessible. We do not have a hoist, changing table or shower facilities.



We work in partnership with families, Occupational Therapists, physiotherapists and the Hampshire Teacher Advisory Team to make sure that the physical environment is accessible and safe for pupils with additional mobility needs.

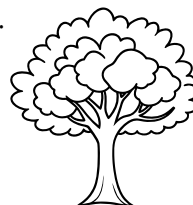
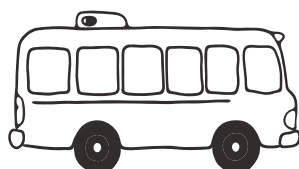
Any specialised equipment recommended by other agencies will be provided wherever possible to ensure access to learning.

Children who are anxious about change are prepared in advance and all classrooms make use of visual timetables to support children in knowing what to expect across the day.

How will my child be included in activities outside the school classroom including school trips?

Educational Offsite Trips are planned to enhance the curriculum. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. We ensure the recommended adult to child ratio and will increase this ratio if we feel it would benefit the group. This may mean a higher ratio of adults around one child in order for them to fully participate. 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.

Should your child have any additional needs, we would meet before the trip to discuss with you any additional support or special arrangements that are needed to ensure your child can be included as fully as possible in the planned activities. It may be that you would wish to make a pre-visit to the site or even attend the trip yourself where practical/possible.



What training is provided for staff supporting children with SEND?

The SENDCO at Hordle CE (VA) Primary School is Ms Mandy Raybone who can be contacted on 01425 611657. She holds the National Award in SEN Coordination (NASENCO) and has over 20 years Teaching Experience across the Primary Phase. Our SENDCO attends relevant training and update meetings on SEND and attends a local SENDCO circle group led by the Educational psychology team.

The Senior Leadership Team produce the School Excellence Plan which informs school priorities and training needs throughout the school.

All Teaching Staff receive regular updates on good practice to enable quality first teaching.

Our ELSA receives regular supervision from the Educational Psychology team and has completed Drawing and Talking and Sand Therapy courses.

All of our Teaching Assistants have relevant up to date training on interventions and strategies to best meet the needs of your child and the outcomes set on the personal plans, health care plans and specific needs around disabilities. They work closely with the SENDCO and class teacher to monitor progress against the targets set and the outcomes for your child.

All Teaching Staff have had training in delivering a range of reading, spelling, phonics and mathematics programmes. This training is refreshed and updated regularly and new staff are given a thorough induction.



How are parents/carers 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 and Nursery, we strive to foster positive working relationships with all our 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. In addition, termly drop in sessions are offered where parents can view children's work and speak to class teachers.

Children who are identified with additional SEND needs are invited to review Personal Development or Support 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, SENDCo or Head teacher.

Parent information sessions and workshops are offered to help parents' support their children at home.

Parents are welcomed into school to listen to readers, attend school trips or help in class. If you are interested in offering your support please speak to your child's class teacher and/or a member of the School Office Team.

Homelearning activities such as daily reading, spelling practice and times tables are set to promote and support learning but also serves as a tool to keep parents informed and involved in their child's education.

Children in the Early Years have a Tapestry account that captures their learning and progress whilst in setting and can be viewed and contributed to by parents. There is a full transition programme in place for children starting their Reception Year. Children will be invited to visit the school and take part in settling activities in their new classroom, where they will meet key adults and peers. Parents are invited into school for an informal meeting prior to their child joining Year R. 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 with us. They may be offered a familiarisation visit in their appointed class prior to starting.



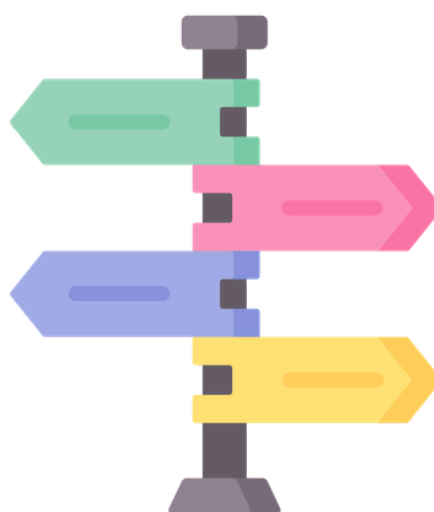
There is a welcoming and very effective PTA (PATCH – Parents and Teachers in the Community of Hordle) who meet regularly to plan and carry out fund raising events for the school. They always welcome new members to their team.

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

What 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 a range of outside agencies. Below is a list of the agencies that we currently use. Should we need support from an agency not listed, we would be proactive, making contact with them to ask for support. Agencies include:

- Support & training from diabetes nurse
- Support & training from Occupational Therapist
- Support & training from Physiotherapist
- Forest Park – Special School Outreach
- Clifford Centre – Primary Behaviour Support Service
- Hampshire Teacher Advisory Service for SEND
- School Nursing Team
- Speech and Language Therapy Service
- Educational Psychology Team
- Inclusion Team
- CAMHS
- Children's Services
- Portage
- EMTAS
- Health Visitors



External Safeguarding Agencies

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

We are an Operation Encompass school - a national police and education early intervention safeguarding partnership - which supports children and young people who experience Domestic Abuse and which is in place in every police force in England and Wales. More information regarding Operation Encompass can be found by visiting:

<https://www.operationencompass.org>



Children were recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act. Operation Encompass means that the police will share information with our school about all police attended Domestic Abuse incidents which involve any of our children PRIOR to the start of the next school day.

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, SENDCo and Head teacher as necessary. 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 any conversations may be made and any points to be actioned agreed. It may also be necessary to arrange a follow up review meeting.



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.

Contact Us

We hope you have found this information useful

We hope that you have found this Information Report helpful. If you would like any further information about our SEND provision, or to discuss your child's individual needs with us, please don't hesitate to contact us.

We truly believe that an open, honest conversation is the best way to answer any queries or resolve any concerns that you might have. We are always happy to talk and work together to ensure every child is given the best chance to thrive.

The SENDCo at Hordle CE (VA) Primary School is Ms Mandy Raybone. She can be contacted by either of the following methods:



01425 611657



adminoffice@hordle.hants.sch.uk

If you are considering applying for a school place for your child, you are welcome to visit us, tour the school and have an informal chat. Please ring the school office on 01425 611657.

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

We are always here for you.