



Special Educational Needs and Disability (SEND) Information Report

In line with the SEN & D Code of Practice 2015, schools have a duty to publish information on their website about the implementation of the policy for Special Educational Needs and Disability. Within this document, we hope you will find information about the provision in place at Hindon School for children with SEN & D.

Our vision for children with SEN & D

Within a culture where every child matters, pupils are encouraged to be the very best they can be; guided by an understanding of fundamental British values supported by a nurturing Christian ethos; Happy Children Learn.

“Teach children how they should live, and they will remember it all their life.” (Proverbs 22:6)

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<i>What is SEND?</i>	The 2015 SEN Code of Practice says a child has a learning difficulty or disability if he or she: ‘Has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.’ The four broad areas of need are: • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory and/or Physical Needs
<i>Our Vision</i>	• At Hindon Primary School, we want every child to feel happy, included and able to achieve their very best. This SEND Information Report explains how we identify and support children with Special Educational Needs and Disabilities (SEND), and how we work in partnership with parents, carers and pupils to make sure their individual needs are met. It also shows how our school’s support fits within the Wiltshire Local Offer, which sets out all the services and help available to families of children with SEND across the county. • Our vision for children with Special Educational Needs and Disabilities (SEND) is the same as for all of our pupils - we want them to make good progress throughout their time at school, and that they go on to lead happy and fulfilled lives. • We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential. • Children’s SEND will be identified at the earliest possible point with support put in place, and their parents will know what services/provision they can reasonably expect to be provided to meet their needs. Children and their parents/carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence (Code of Practice 2015)
<i>Who’s who and what do we do?</i>	• Class teachers have the responsibility for the achievement and progress of all children in their class. Class teachers are available to discuss any queries or concerns you may have. Please talk to them before or after school or make an appointment to see them via the school office. • Laura Yeomans is the Special Educational Needs Coordinator (SENCO). Her role is to monitor and coordinate provision, provide advice and liaise with parents and outside agencies. She may be contacted in the first instance via email (senco@hindonce.wilts.sch.uk) or through the school office. • The Headteacher has ultimate responsibility for SEND. • We have a team of 2 teaching partners who are trained to deliver a range of interventions and support programmes. Some of our TP’s time is spent working in the classroom directly with the children. The rest of the day is spent delivering targeted interventions to individuals or groups of children.



How does the school know if my child needs extra help?	• Class teachers evaluate their lessons and consider whether children are making expected progress throughout the lesson. • Throughout the year pupils will be assessed on their English, maths and phonics. From these scores, interventions will be put in place and tracked. If changes to their provision are put in place, parents will be informed. • Teachers continually assess children to ensure that they are maximising their potential and making good progress. Children are assessed at the end of each term and their attainment and progress is monitored by their teacher, the TA, the SENCO and the headteacher. Children's progress and learning are discussed during Pupil Progress Meetings. • If a class teacher has concerns about a child, he or she will contact parents to discuss. Concerns may be raised by parents with the class teacher. • Should concerns continue, the class teacher will discuss these with the SENCO. <i>'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN...Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.'</i> SEN & D Code of Practice, January 2015
How does the school assess my child's SEN & D?	• Hindon follow the Assess, Plan, Do review cycle. All children will be regularly assessed and the school leadership will discuss with the SENCO any concerns at pupil progress meetings. • If a teacher has a concern about a pupils progress, they will make a referral to the SENCO who will suggest strategies to use with the pupils and sign post them to appropriate advice and guidance. • If there have been ongoing concerns about a child's progress and/or development, the class teacher will consult with parents and the SENCO. • If necessary, referral will also be made to the 'Wiltshire Graduated Response to SEN & D Support" (WGRSS). This gives guidance regarding procedures and strategies and helps to inform decisions about how best to support the child's needs. Some other assessment may be carried out to try to pinpoint the cause of any difficulty. This may involve reading, spelling, maths or vocabulary tests. • If necessary, the child may be added to the SEN Register at the 'SEN Support' level. A One Page Profile and SEND Support Passport will be completed by the class teacher and parents will be consulted. • Whilst most children will have their SEND needs met at 'SEND Support' level, a small number may require a My Support Plan. This is person centred and outcome focused, concentrating on individual needs and priorities. This will be completed by the school working with the child and their parents. This will be reviewed throughout the school year to assess progress against the identified outcomes and any changes in provision that might be needed. • Should the class teacher or SENCO have ongoing concerns, with parental consent, they may refer the child to an outside agency who can support with the identification and assessment of individual needs.



	• Where progress is still not adequate then it may be appropriate to request and Education, Health and Care Assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes. • Children who have an Education, Health and Care Plan (EHCP) will have a formal Annual Review Meeting to review progress. This would involve the child, parents, the class teacher, SENCO, SEND lead worker and outside agencies who have been involved. School transition reviews are held in Year 5.
<i>What should a parent do if they think their child has Special Educational Needs?</i>	• In the first instance, parents/carers are encouraged to contact their child's class teacher. The teacher is responsible for the learning of the children in his or her class and is best placed to discuss concerns. There are also a number of strategies that a teacher can put in place within the classroom to support. • If concerns persist, parents/carers are able to contact the SENCO or Head teacher, through the school office. • Parents are also able to access additional support through the Local Offer https://www.wiltshire.gov.uk/local-offer • Parents are also advised to seek additional support from their GP. • We pride ourselves on building positive relationships with parents and carers. We are open and honest with parents/carers and believe that this fosters excellent cooperation which is undoubtedly in the best interests of the children at our school. We would much rather hear about any worries however minor they may seem.
<i>How will the curriculum and learning environment be matched to my child's needs?</i>	High quality teaching is the first step in supporting pupils who have or may not have SEN & D. • Using assessment outcomes, challenging but achievable targets are set for each child. • Where necessary, specific resources and strategies are used to support children both individually and in groups, for example laptops, visual timetable, writing frames, pencil grips. • Classroom environments are stimulating as well as supportive; they are resourced to meet the needs of children with different learning styles. • See Accessibility Plan.
<i>How will Hindon Primary School support my child?</i>	The class teacher will oversee, plan and work with each child with SEN & D in their class to ensure that progress is made in every area. • Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. • There is a whole-school reward scheme which is accessible to all children. Some pupils need individualised rewards schemes. • Teachers closely monitor the progress of individuals. • Interventions are regularly reviewed in order to ascertain the effectiveness of the provision and to inform future planning. • We have a clear and consistent behaviour policy. We will inform you of any serious behaviour incidents. We monitor behaviour on a weekly basis.



	• Some students need support to make the transition to school in the morning and are supported with this by a TA 'meet and greet'. • We monitor attendance and lateness; if there is an issue you will be informed. • Some children may be supported at unstructured times. • We use a variety of strategies to work with children with social and emotional needs. • Some children require access to Teaching Assistant support in lessons. This may be on an individual basis or as part of a small group. Teaching Assistants also work within a class and offer support in the form of prompts or further explanations as needed. The support may be provided in class from the class teacher or teaching assistant or may be provided via a withdrawal group working with a teaching assistant. • Teachers ensure that children with physical difficulties have the correct equipment including appropriate seating in order to enable a child to learn. • Teachers also use specialist reports and assessment to remove barriers to learning for individuals • Teachers ensure that those children with visual impairments have access to appropriate resources. • Teachers give careful consideration to groupings and seating within the classroom. • All classrooms have visual timetables. • For a full school offer of intervention, please see appendix. • All children's progress is monitored throughout the year. Where needed, additional support is provided – this may be for a child far exceeding expectations, for a child with SEND or those children who needs 'boost' in a particular area. • Resources to support emotional development may be used in lessons such as calm down boxes or fidget toys. • Resources to support learning such as visual aids and checklists may also be used. • The Emotional Literacy Support Assistant (ELSA) will to provide programs of support for identified children with social, emotional and mental health needs. • Hindon School may also access alternative provision provided by the local authority.
<i>What is Universal Provision?</i>	• Universal Provision refers to the support and resources that are available to all pupils in school, including those with SEND. • It includes high-quality teaching that is adapted to meet a range of learning needs. • Teachers use differentiation, scaffolding, and targeted strategies as part of everyday classroom practice. • Support might include visual aids, structured routines, small group work, or extra adult support during lessons. • Universal Provision ensures that children with additional needs can access learning and make progress without necessarily needing an EHCP. • The school's SEND policy and provision map outline what is ordinarily available in each area of need (communication, cognition, social/emotional, sensory/physical). • Universal Provision is regularly reviewed and developed to reflect best practice and pupil needs.



<i>How will I know how my child is doing?</i>	• We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly. • Parent meetings are held twice a year. All parents are invited to meet with the class teacher to review progress. • Parents of children receiving an intervention support programme at any point during the year are given information about the programme and how they may help at home. They will also be informed of the outcomes at the end of the intervention. • Parents/carers are also welcome to make an appointment to meet with either the class teacher or SENCO and discuss how a child is getting on. • Parents will receive a full written report each academic year. • It is possible to contact the SENCO, Laura Yeomans by emailing senco@hindon.wilts.sch.uk
<i>How accessible is the school environment?</i>	• All classrooms in the main building are on one level and can be accessed using a wheelchair. • We have a disabled toilet to be used when necessary. • We strive to make reasonable adjustments wherever possible to support children with disabilities. • Staff work closely with families to ensure that each child can access learning and school activities as safely as possible. • We review our facilities and support regularly and are committed to improving accessibility where possible.
<i>How will the school help me to support my child's learning?</i>	• The class teacher or the SENCO can offer advice and practical ways that you can help your child at home. • If your child is on the SEND register at SEN Support level, he or she will have a one-page profile and SEND Passport which will identify targets for the term. This will be discussed with you on a termly basis with the class teacher and you will be given a copy of the targets. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed. • If your child has more complex difficulties, he or she may need a "My Support Plan" which is a detailed document which gives a holistic picture of the child. It also outlines possible avenues of support. • If your child has complex special educational needs or a disability they may have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress. • If a class teacher needs to discuss an issue with parents/carers, it will be done privately and strategies to support your child will be offered.
<i>How will my child's voice be heard?</i>	• Pupil voice is taken frequently through PSHE sessions, discussions in class and Collective Worship. There is a worry box in the hall for children to write messages privately to their teacher. • Through the School Council and our student ambassadors. • Class teachers discuss children's targets with them and where they are able, children have a say in their own target setting and target review. • Children will share their strengths and areas they would like support within their 'One Page Profile'. • Children who have a 'Education Health Care Plan' or a 'My Support Plan' will be involved in their development and review.



<i>How will Hindon Primary School support my child's social and emotional development and well-being?</i>	We believe that children learn best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these. <i>Support which is always available:</i> • Circle Time and PSHE lessons to promote social skills and social development. • Regular Collective Worship and a termly class assembly. • Staff provide a meet and greet at the door every morning. • We encourage children to communicate their worries with a trusted adult. • We have an anti-bullying week. <i>Support that may be put in place:</i> • We offer Emotional Literacy Support Assistant intervention which is flexible to meet many social, emotional and mental health needs and includes structured interventions and 1:1 bespoke provision. • Use of social stories and brick (LEGO) therapy. • Morning meet and greet time with a TP. • Social skills activities within a small group.
<i>What is an ELSA?</i>	• We have a trained Emotional Literacy Support Assistant (ELSA): Mrs Johnson. ELSA is a national programme of staff training to support children and young people with Social, Emotional and Mental Health (SEMH) needs. ELSAs receive supervision sessions throughout the year. • Alongside the class teacher, the ELSA plans and delivers individual and small group interventions to pupils with additional emotional, social and behavioural needs. • It is based on the view that all children are different and they should be nurtured according to their needs. For more information on research into the effectiveness of ELSA please see: www.elsanetwork.org
<i>How will Hindon Primary School support my child for joining the school or transferring to a new school?</i>	• We encourage all new children to visit the school prior to starting with us. • For children with SEN & D we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate. • We write social stories or language jigs with children to help explain and prepare them for any major transition. • There is an effective transition programme in place with the local secondary schools, Gillingham and Shaftesbury School. This involves members of their staff visiting the children in Year 6 as well as visits to the secondary school site. Additional transition is available for some pupils with SEN & D who it is felt would benefit from extra visits and preparation. • We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.



	• If your child has an Education, Health Care Plan or My Support Plan, and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.
<i>What training do staff receive regarding SEND?</i>	• The SENCO, Laura Yeomans, is working towards the National Award for SEND Coordination. • The SENCO attends LA network meetings with other SENCOs to look at provision and development of SEN & D. • The SEND governor also meets regularly with the SENCO to look at priorities for the school and discuss and particular focus children or training needs. • We have regular staff meetings to ensure all staff are kept up to date with SEN & D developments. • Some staff have completed first aid training. • Our ELSA trained TP receives training three times per year from the county Educational Psychology Service. • Staff may meet with members of SSENS (Specialist Special Educational Needs Service), Educational Psychologists during 'SEN Surgeries' or at the Annual Planning Meeting. • Through staff appraisal, development needs are identified and catered for. This may include 'in-house' training or attendance on a course. • If we admit a child for whom specialist training is needed eg Epi-pen use, training is provided as soon as possible.
<i>How are the school's resources allocated and matched to need?</i>	• We allocate resources and deploy members of staff according to the children's needs. • Pupil Progress Meetings, held 3 times a year with senior staff and the SENDCo, review the progress of all children. • We review and evaluate our resources and provision to ensure effective support is maintained. • Class teachers continually monitor children's progress and direct support from their teaching assistant accordingly. • Afternoon pre- and post- learning interventions are held with a teaching partners, if the class teacher feels that a child requires additional input.
<i>Can my child's school dinner requirements be accommodated if they have a special diet?</i>	• A hot dinner is available for all children in KS1 and for those in KS2 who wish to purchase one or are entitled to Benefits related FSM. • Special diets can be accommodated for, as long as we have advance notice.
<i>How are the school governors involved?</i>	• Laura Yeomans, the SENCO, updates the governors on progress in SEN & D. Governors are encouraged to visit the school regularly.
<i>Who do I contact if I have further concerns or would</i>	• The first point of contact would be your child's class teacher to share your concerns. • You could also arrange to meet with the SENCO, Laura Yeomans.



<i>like more information?</i>	• Wiltshire Parent Carer Council is an organisation that provides independent advice and support for families – http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page • The Wiltshire Local Offer has a huge range of information about SEND in Wiltshire – https://www.wiltshire.gov.uk/local-offer
<i>What do I do if I have a concern about the provision for my child with SEN & D?</i>	• In the first instance, contact your child's class teacher to discuss your concern. • Should you wish to discuss your concerns further, you should contact the SENDCo/Headteacher. • If you feel that your concern has not been resolved, then please follow the procedures as set out in our Complaints Policy.