



# HAMPRESTON CE (VA) FIRST SCHOOL

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*To love God and to love one another*

## **SEND (Special Educational Needs and Disability) Information Report 2023/24**

From September 2014 all schools and academies have been required to publish information about their Special Educational Needs and Disability (SEND) provision. In Dorset, this forms part of a Local Offer, which provides information and guidance on services for children and young people, aged 0-25, with SEND. Information regarding education, health, social care, preparing children for adulthood and leisure can be found on this dedicated website:

[SEND Local Offer - Dorset Council](#)

At Hampreston School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of our children and we aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children have different needs and require different learning strategies and approaches. It is crucially important to us that our children enjoy high self-esteem and take part in and contribute fully to school life.

### **Provision**

Our SENDCo is Mrs Emma Richardson  
Our SEND Governor is Mrs Ruth Cuthbert  
They can be contacted through the school office: [office@hampreston.dorset.sch.uk](mailto:office@hampreston.dorset.sch.uk)

### **Identification of Children with Specific Difficulties**

Children are monitored and assessed regularly through routine and standardised testing. Those children needing extra help are quickly identified and needs are discussed with parents. If parents have concerns about any aspect of their child's learning or development they should speak to the class teacher as soon as possible. The SENDCo or Head teacher are available should further discussion be required. Pinpointing the main areas of difficulty is crucial in order to plan support. The four main areas of need are:

- Cognition and Learning (a specific learning difficulty such as literacy may be causing a barrier to progress)
- Communication and Interaction (this may be understanding what people are saying, expressing themselves or knowing how to communicate in an appropriate way with others)
- Social, Emotional and Mental Health (difficulties with relationships or managing their emotions may be impacting on their learning and development)
- Sensory and Physical (for example, visual, hearing or physical limitations).



There is a qualified teacher in every class. The needs of every child are met through a graduated approach. This means identifying the area of need and assessing what the best provision could be. This is then implemented and assessed for effectiveness.

- 1) The first layer of support comes through quality first teaching. This may mean adapting tasks to make them more manageable for a child or providing them with equipment that supports them to work independently. It could also mean putting them into groups or an adult guiding them through certain parts of the task. Our priority is to carefully plan and customise tasks that children can manage as independently as possible.  
Regular staff training is provided and inclusive classroom practice is monitored by the SENDCo.
- 2) The next step is to plan and deliver targeted interventions for the child's area of need. These will be outlined on a support plan, a working document that is created in consultation with the child and their parent or carer. A meeting will take place between the SENDCo and parents or carers if a child is to be placed on the SEND register. There are both individual and group interventions and these are targeted, time-limited programmes, described on a child's support plan if they have been placed on the SEND register.
- 3) Lastly, if after further assessment these layers of support are not having enough impact, specialist intervention would be sought, perhaps under the advice of an external professional in health care or a specialist teacher.

In a nutshell, we are careful not to try too many conflicting strategies at once before giving each one a chance to take effect. Referrals to specialists will only take place after a thorough, graduated approach.

- TAs are available for class support and are trained to deliver targeted interventions across the school
- 2 ELSA trained TAs (Emotional Literacy Support Assistant).
- Direct liaison with specialists from outside agencies e.g. Speech and Language, Educational Psychology, CAMHS, Occupational Therapy, Behaviour Support, specialist SEN teachers.

### **Support for the Child**

- ⇒ Children with specific difficulties have individual support plans. A model of "Assess, plan, do, review" is followed.
- ⇒ These plans are reviewed at least three times a year with parents and pupils and new targets set if appropriate.
- ⇒ Detailed records are kept of intervention work and children's progress and these records are shared with parents.
- ⇒ Parents' and pupils' contributions are valued and contributions form part of the teaching programme.
- ⇒ Staff receive specific training where appropriate e.g. if working with a hearing impaired child.

## **EHCPs**

The SEND Code of Practice focuses on providing the right support for children and young people from 0 to 25 who have a special educational need and / or disability. If a child's special educational need cannot be fully met by the SEN level of support offered within school, a higher level of support can be requested from the local authority. The local authority reviews the request and decides whether a detailed assessment is appropriate, involving multi-agency input. If the assessment is such that the child requires an Educational Health Care Plan (EHCP), additional funding will be allocated which the school uses to provide resources to support individual children. EHCPs are reviewed annually with the child, parent and external agencies if relevant.

## **Preparing for the Next Stage of Education**

- ⇒ Children are helped to become as independent as possible through specific teaching of life and self-help skills.
- ⇒ There are good transition arrangements including sporting and musical events as well as visits from the relevant Middle Schools.
- ⇒ Children enjoy a full transition day.
- ⇒ Additional, individual visits are organised where appropriate for the child and their parents.
- ⇒ Staff from Hampreston and the Middle Schools meet to ensure thorough transfer of information and strategies for forward planning.

## **Parental Involvement**

- ⇒ Detailed records are kept of all intervention work and children's progress and these records are shared with parents. We have daily reading record and 'link' books where needed for regular contact between home and school.
- ⇒ At parent meetings and support plan reviews, children's progress is discussed (3x annually). Targets are set in collaboration with parents, who are also given ideas about how they can support their children's learning.
- ⇒ School has an open door policy. Concerns and queries are best dealt with as they arise. School welcomes the involvement of parents.
- ⇒ The SENDCo can signpost parents to other agencies that could help with specific needs.
- ⇒ The relationship between home and school is crucial in ensuring that children reach their full potential. School fosters very close links with all families.
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## **Allocation of Resources**

Resources are allocated according to need. The school invests heavily in TA support to support the well-being of all children and in particular those with specific needs. In consultation with external agencies, specific resources are made available to support pupils' needs if required.

## **Adaptation of the Curriculum and Reasonable Adjustments**

- ⇒ All children access a broad and balanced curriculum and tasks are differentiated to match the abilities of different groups of children. Advice from external agencies, medical services and parents is followed and curriculum, resources etc., purchased or modified as appropriate.
- ⇒ Reasonable adjustments to the school's usual routines, procedures, premises or resources to ensure that a child with SEN can maximise their full potential, for example, adaptation of the school day / timetable if appropriate.

### **Children's Wellbeing**

- ⇒ We actively promote self-care and "Being Kind to our Mind" at Hampreston School. Children's emotional health is paramount and we will always put it first.
- ⇒ Teachers and teaching assistants are all made aware of individual children's needs across the school unless it is a confidential matter.
- ⇒ Midday supervisors are aware of children's physical, social and emotional needs if appropriate
- ⇒ Individuals are supported through specific teaching of social and emotional skills where appropriate, using a range of materials and approaches.
- ⇒ There is a strong nurturing presence with a full-time TA in every class.
- ⇒ Medicines can be administered to children with written parental request.
- ⇒ Facilities are available for the administration of personal care.

### **Training in respect of SEND**

- ⇒ Understanding Attachment - March 2017
- ⇒ How can I create an autism friendly environment? - November 2017
- ⇒ Inside I'm Hurting – May 2018
- ⇒ Two TAs have been ELSA trained (Emotional Support)
- ⇒ Dyslexia and Literacy Difficulties – March 2021 (East Dorset Specialist Teacher)
- ⇒ Early Bird Training for Autism (National Autistic Society Accredited) Autumn 2021 (10 week course)
- ⇒ Learn To Move (for coordination difficulties) October 2021
- ⇒ Precision Teaching (for specific areas of cognitive need) Autumn 2021
- ⇒ EBSA (Emotional Based School Avoidance) October 2023

### **Accessibility of the School Environment**

There is disability access to the building although we are a split level site and some access requires external transitions. Accessible changing and toilet facilities are available.