



# 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 2022/23**

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: <https://www.dorsetforyou.gov.uk/localoffer>.

In our 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**

SENDCo - Mrs Emma Richardson

SEND Governor – Ruth Cuthbert



Qualified teacher in every class:

- A graduated approach to meeting a child's needs. This means identifying the area of need and assessing what the best provision could be. This is then implemented and assessed for effectiveness. In a nutshell, we are careful not to try too many conflicting strategies at once before giving each one a chance to take effect. This includes referrals to specialists.
- Quality first teaching with appropriate, targeted differentiation in place according to pupil need. Regular staff training is provided and inclusive classroom practice is monitored by the SENDCo.
- Additional adult support where necessary but our priority is to carefully plan and customise tasks that children can manage as independently as possible.
- Individual and group interventions.
- Personalised provision where appropriate through targeted, time-limited programmes. These are described on a child's support plan (IEP) if they have been placed on the SEND register. A meeting will take place between the SENDCo and parents or carers if a child is to be placed on the register.

Excellent TA support:

- Full time TA support in every class.
- 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.

### **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 concerns 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.

### **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.

### **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 IEP reviews children's progress is discussed (3x annually). Targets are discussed 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.

### **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 webinar – 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

### **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.