



# Special Educational Needs & Disability (SEND): Information Report

*Hopton C.E.V.C. Primary School will make all reasonable endeavours to provide this support*

1. Who are the best people to talk to about additional support?

- Class teacher
- SEND/Co: Justine Buckley

2. What is the current percentage of children with Special Educational & Disability Needs (SEND) in the school?

17%

3. How does the school identify children who may need SEND support?

A child has a Special Educational Need if he or she has a learning difficulty or disability that means 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 class teacher and Special Education Needs Co-Ordinator (SENDCo) will speak regularly about the children in the class and the progress they make. If a child is identified as needing further help in school, will shall speak directly to parents to let them know our findings. We will then proceed through an investigatory process where will we use many strategies to determine the level of support needed.

**The assessments we use include:**

- Listening to the views of the children.
- Daily marking and observations of children's work.
- Assessment for learning strategies; setting achievable, measurable targets and monitoring children's success in targets set.
- Half Termly class assessments which are shared and tracked at Pupil Progress meetings.
- Informal discussions between staff and parents to discuss identification of needs progress.
- Phonics assessments.
- BPVS (The British Picture Vocabulary Scale)

In some circumstances it will be necessary for the school to seek extra support from outside agencies, which will usually include a referral written by the school SENDCo. These referrals require parental consent and will always be shared before submission to ensure the voice of the child and parent are included on the form.

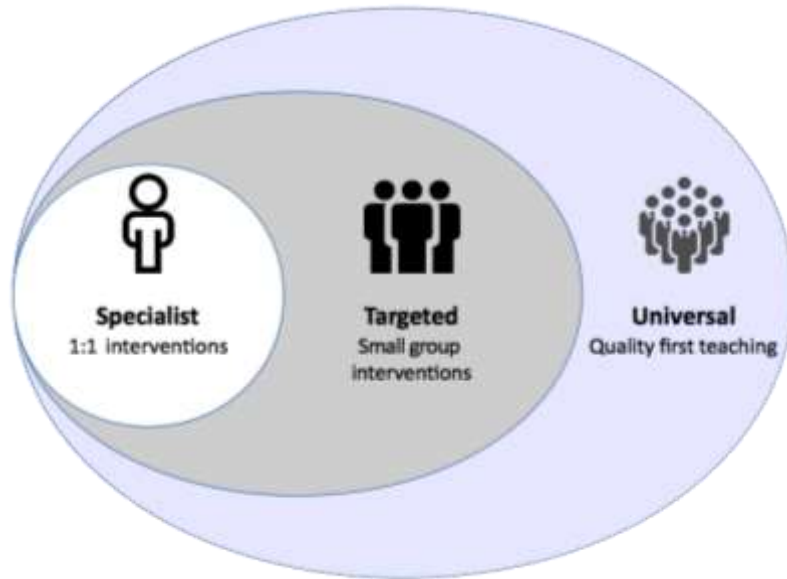
**Information sharing (teachers, support services, parents/carers, pupil involvement)**

- Consultation with Advisory support teacher.
- Referral and consultation with Educational Psychologist.
- Referral to County Inclusive Support Services (CISS)
- Referral to school nursing team.
- Referral to Speech and Language Therapy.
- Support for hearing or visually impaired children.
- Referral to the nursing team or One Life.



- Referral and consultation with the Integrated Delivery Team (IDT)
- Referral to the Sensory team.

#### 4. What are the different types of support available?



We assess each child and provide personalised support within three levels:

#### **Universal:**

Quality First teaching. We start from what the children already know and set learning objectives and achievable individual targets. We plan and teach differentiated activities and provide small group support to enable children to achieve these targets. Pupil progress is monitored and regular review meetings are held between the class teacher, Head teacher, SENCo and teaching assistants. Parents are invited to parents' evenings and regular review meetings throughout the year to discuss pupil progress and support offered. We listen to and value the views of parents and pupils and aim to involve them in decision making. Children's self-assessments are considered. Parents receive regular written feedback of their child's attainment and progress through mid-term and end of year reports.



**Targeted:**

Children are assessed on entry to determine their areas of strength and to establish any difficulties across the curriculum. We collate data to ensure appropriate support is put in place. We create a provision map and set targets with children and parents. Children may access some of the following small group interventions to achieve their targets:



- Phonics
- Ready to Progress criteria in Maths
- Pre and post teach intervention
- Language Link
- Reading recovery support
- Memory/ concentration games
- Homework Support
- Writing booster
- Social, Emotional and Mental Health support, such as anxiety, emotion control, bereavement or eating disorders. These can be accessed with the support of our Pastoral Co-coordinator in our specially designed KWIS room.



## Specialist:

This means your child will have been identified by the class teacher/ SENCO as needing a particularly high level of support or small group teaching. In these cases, school will seek further support from external agencies. In time this may mean school will apply for an Education, Health Care Plan (EHCP) for your child. This will be done in consultation with the parents/ carers and the child. An EHCP is the legal process which sets out the amount of support that will be provided for your child. Usually, your child will also need support from a professional outside the school.

### This may be from:

- Local Authority central services such as ASD Outreach team
- Sensory services (for pupils with auditory or visual needs)
- Educational Psychologists
- Speech and Language therapists



### For your child this could mean:

- Creating a personal provision map to set individual targets, outline strategies of how we aim achieve them and monitor impact.
- Annual review
- EHC plan
- 1:1 interventions
- Exercise programmes
- Speech and Language programmes to support Speech Therapists.

## 5. How is extra support allocated to children?

Support is allocated on a needs basis and depending on children's progress which is discussed at termly pupil progress meetings. Resources, including staff, are reviewed and deployed as appropriate.

Budgets are used to deploy and train staff and buy appropriate resources. 'High Needs Funding' is applied for following Suffolk County Council criteria for those children who need extended provision



## 6. How will we measure the progress and review provision for your child?

- School assessment including English, Maths and personal and social education.
  - Progress will be looked at on an ASSESS, PLAN, DO & REVIEW process. Small achievable goals will be reviewed regularly.
  - Reading/ Spelling age tests.
  - Progress against children's individual targets.
  - Reviews of interventions.
  - Pupil Progress review meetings.
  - Annual Review meetings.
- We always involve children and parents in the monitoring and review process.



## 7. How can I tell the school I am concerned about my child's progress or wellbeing?

Your first step should be to speak to your child's class teacher. If you feel that additional support is needed beyond the universal level of provision, please speak to the SENCo; Ms Justine Buckley (Tel: 01953 681449) Email: [Justine.buckley@hopton.suffolk.sch.uk](mailto:Justine.buckley@hopton.suffolk.sch.uk)

## 8. How will the school work with me as a parent in discussions about my child and their learning?

We will:

- Invite parents to discuss their child and any concerns.
- Discuss next steps in school and at home.
- Make any referrals to outside agencies as necessary.
- Implement any steps required at school and offer ideas for support at home.
- Review progress termly and set targets.



## 9. How do we involve young people with SEND in discussions about their education and support?



We encourage the children to talk about their learning and how to make it better. We also have a bespoke room within school where children can discuss social and emotional needs with an Emotional Literacy Support Assistant (ELSA). We use a tickled pink marking system which ensures that the children are regularly aware of their next steps and given appropriate time to improve their work. Our behaviour system is consistent across school allowing children to regulate more successfully. We encourage the children to challenge themselves against their individual targets and celebrate all achievements in class and in our weekly 'Celebration assemblies'.

## 10. How do we involve young people with SEND in discussions about their education and support?



All teachers are trained to provide Quality First teaching and differentiate appropriately for all children in their class. Teachers regularly attend training in supporting children with special educational needs. Strategies are shared at staff meetings and other training days. Our SENDCo offers advice on Quality First Teaching and differentiation. The SENDCo attends termly network meetings with other SENDCos.

## 11. How will the teaching and curriculum be adapted for my child with SEND?

- Differentiated work
- Teaching assistant support in class
- iPads – mirror software to support visually impaired pupils
- Loop/ headphones to support hearing impaired pupils
- ICT programmes and software including; Clicker, 2Simple,
- Visual timetables and visual prompts
- Workstations
- KIWIS room access
- Personalised play based learning where appropriate
- Resources; support aids, writing slopes, laptops
- Specialist reading books
- Work copied onto coloured paper
- Coloured overlays



## 12. Who are the other people providing services to children with SEND?

- Speech and Language Therapy
- County Inclusive Support Service (CISS)
- Special Educational Needs and Disabilities Academy Trust (SENDAT)
- Occupational therapy
- Educational psychology
- School Improvement Service
- Local Advisory Teacher
- Visual Impairment Team
- Ketogenic Diet Nursing Team
- School Nurse



Working across teams to support children in education



## 13. How is Hopton Primary school accessible to children with SEND?

- **Physical**  
All school entrances have wheel chair access.  
There is a fully equipped disabled toilet and shower.
- **Visual**  
All classes have interactive whiteboards and access to computer, laptops and ipads to enable resources to be visual. Visual prompts and visual timetables are available for children or they are personalised when appropriate. SPLASH top technology can share teaching board directly with children.  
Yellow markings for visual impaired children
- **Auditory**  
Seating arrangements are considered.  
Loop/Headphones
- **Kinaesthetic**  
Tactile resources are readily accessible.





#### 14. How do we involve young people with SEND in discussions about their education and support?

##### Transition:

- Children are prepared for their new classes/ schools using discussion time and the curriculum. The RSE delivery across the school focuses on the changes heading into transition within the Summer term.
- Transition days where the children meet their new teachers and teaching assistants are planned annually.
- Identified children will have enhanced transition and contact with staff where appropriate.
- Parents are offered the chance to meet new teachers in the Summer term. Here they can discuss provision and needs.
- Visits to school where required
- Resources and equipment are discussed in school and appropriate adaptations made.
- Visits are made by teachers if necessary.
- School works closely with 'parent' schools on a suitable programme for leavers.
- One-page profiles, which highlight children's strengths, personal interests and areas for development are completed annually and shared with necessary staff.



#### 15. Where else can I find support information as a parent of a child with SEND?



You can read our school policies on relevant issues and find out more information from other sources by clicking on the links below: [Please view the following policies on the school website]

- Behaviour policy & Anti-bullying policy
- Complaints procedure
- Equal opportunities
- Local authority local offer
- Looked After Children
- First Aid & Medicine policy
- Parent partnership link
- SEN code of practice
- SEND policy
- Pupil Premium information