

HINTON ST GEORGE PRIMARY SCHOOL

‘Let Your Light Shine’

SEN Information Report January 2024

School Ethos and Vision

Our dynamic, progressive and inclusive ethos welcomes every child and family. We pride ourselves on our happy and supportive environment in which every child feels valued as an individual. All our children are actively encouraged to realise their full potential through our vision ‘Let your light shine’ (Matthew 5:16), which is the driving force behind everything we do.

We believe that happy, enthusiastic children learn best and we are determined to create a climate that enables children to explore their ideas and develop their abilities to the full, so they can become active participants in society and achieve as much independence as possible.

At Hinton St George Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. All children are of equal value and deserve access to resources and opportunities to develop their full potential.

This document seeks to explain how at Hinton St George Primary School we aim to support children with SEND to achieve their potential. If you have any questions regarding this document please contact the Headteacher, Charlotte Hall, or the Special Educational Needs and Disabilities Co-ordinator (SENDCo), Jill Taylor, using the following contact details:

- **Telephone:** 01460 72653
- **Email:** office@hsgschool.co.uk

What kinds of special educational needs does Hinton St George Primary School provide for?

Hinton St George provides for SEN and for disability as stated in the SEND Code of Practice (2015):

Definition of Special Educational Need (SEN)

A child has SEN/D if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty if he or she: (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or (b) 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 a mainstream school. SEN Code of Practice (2015, p15-16)

Special educational provision means educational provision that is additional to, or different from, that made for others of the same age in a mainstream setting in England.

Definition of disability

Many children who have SEN may also have a disability under the Equality Act 2010 – that is'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities' This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEND Code of Practice (2015, p16)

A disability can include sensory impairments, such as a difficulty hearing or seeing, and long-term health conditions.

The SEN Code of Practice (2015) is the guidance that schools must follow. It states that there are four main areas of special educational need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

How does Hinton St George identify children with SEN and how are their needs assessed?

The school's SEN policy, available on the school website, gives detailed information on how needs are identified.

We identify children who have SEN through a range of means, including:

- Data collected while teaching, monitoring and assessing over time which evidences that children are making slower progress than expected.
- Observing how pupils perform in lessons independently and with support.
- Working in partnership with families who tell us they are worried about their child's learning or development

- Seeking further information through a referral to outside agencies such as school health, speech and language, paediatrics, children's social care etc. to identify further needs.

How does the school work with, and involve, parents/carers whose children have SEN?

All parents are part of our school community and their views and opinions are important and valued by our staff.

Parents are offered appointments to meet with teachers every term to share and discuss their child's learning.

Children with SEN have their own Assess, Plan, Do, Review document. Each plan details the support provided for the child for the term and the provision needed to help the child progress.

Every term, teachers, parents/carers and the child; will review the child's progress, consider the plan and agree a way forward for the next term.

How does the school consult children with SEN and involve them in their education?

The views of children with SEN are sought and incorporated into their individual plans, both when agreeing outcomes and when reviewing progress.

Children with SEN are fully included in all areas of school life and access the same opportunities to express their views and opinions alongside their peers.

How are children supported when moving between phases of education?

A number of strategies are in place to enable effective pupil transition. These include:

On entry to Reception:

- A planned induction programme is delivered in the summer term to support transfer of reception pupils starting school in September.
- Parent/carers are invited to a meeting with staff and provided with a range of information to support them in enabling their child to settle into the school routine.
- Parents/carers can request a meeting with the SENDCo.

For children transferring at a time other than starting reception:

- We will ensure we receive full records from the previous school and follow-up as appropriate with key staff.

- Parents can request an initial meeting with the Class Teacher, Headteacher or SENDCo in order to ensure transition is as smooth as possible.

For those children transferring to secondary school:

- The school will liaise with the new school to pass on information about any special arrangements or support that a child may need.
- All records will be sent to the child's new school as soon as it is confirmed that the child has been officially registered.
- Support with transition can be personalised for individual needs. For example, a child with a diagnosis of Autism Spectrum Disorder may require a booklet with pictures of new teachers and classrooms to prepare them for the change in setting.

How do staff approach the teaching of children with SEN?

All children are provided with high quality teaching that is differentiated to meet their needs.

Children with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any barriers experienced in school to increase their access to the curriculum.

Children's progress is tracked and those failing to make expected levels of progress are identified quickly. The progress of these children is then analysed and discussed so that needs can be identified and appropriate support put in place.

What does the school do to ensure children with SEN access the curriculum?

Children with SEN access a broad and balanced curriculum just as their non-SEN peers do. Our school provides high quality teaching and support which enables SEN children to fully access the curriculum.

Examples of adaptations and additional support for children with SEN are (but not limited to):

- Planned learning with a suitable level of challenge for all children
- Teaching Assistant support in small groups
- Emotional Literacy Support Assistant (ELSA)
- Forest School Trained Teaching Assistant
- Support from hearing and vision support advisors
- Speech and Language Therapy Interventions (as advised by therapists)
- Fine Motor interventions and aids (as advised by occupational therapists)

What equipment or resources do we use to provide extra support?

Examples of equipment and resources we use to provide extra support for children with SEN are (but not limited to):

- The Peace Pod
- Ipad for communication e.g. Snap Core First
- Spotify – Therapy Music
- Pencil Grips
- Wobble Cushion
- Handi-grips

How does the school support the emotional and social development of children with SEN?

We use the SCARF PSHE Scheme of Learning, which promotes positive mental health in addition to the PSHE Curriculum.

A trained Emotional Literacy Support Assistant (ELSA) staff member has designated time out of class with groups and individuals.

We have Mental Health First Aiders who can provide support as required.

Class teachers select quality texts within literacy to develop the children's emotional and social development.

How does the school involve external support services to meet the needs of children with SEN?

External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs and/or disabilities.

Parents will always be informed before an external agency becomes involved with their child.

We can receive support from the Local Authority, SEND specialists, Educational Psychologists, Speech Therapists and SEMH advisory teachers, in addition to working collaboratively with other local schools.

How do we evaluate the effectiveness of the provision made for children with SEN?

Staff monitor the progress of all pupils to identify those at risk of underachievement.

Every child, including those with SEN/D, has their progress tracked throughout the year. Tracking allows the school to see if pupils are increasing their level of skills in key areas. If assessments do not show that adequate progress is being made, the child's support plan will be reviewed and adjusted.

Each review of the support plan will be informed by the views of the child, parents and teachers and any other professionals who have assessed the child's needs. The assessment information from teachers will show whether adequate progress is being made. Progress for all groups of children is reported to the governing body.

A child in receipt of high needs funding, or with an EHCP, will have a Support Plan in addition to their EHCP, which will be reviewed regularly to assess the impact of provision. For children with an EHCP, there will be an annual, child centred review of the provision made for the child. This will enable us to evaluate the effectiveness of the special provision.

What training do staff have to provide for the needs of children with SEN and how is further expertise accessed?

Staff may be sent on more individualised training if they are supporting a pupil with a specific need.

Medical training to support pupils with medical care plans is organised as needed through liaison with the school health team.

The SENDCo holds the National Award for SEN Coordination.

All staff are regularly updated with SEND training opportunities provided by Somerset County Council and the Headteacher regularly reviews training requirements with regards to the needs of children within the school.

What to do if you are not satisfied with a decision or have a complaint?

A child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty.

Concerns or enquires about a pupil with special educational needs and/or disabilities, or SEND provision, should be dealt with by the class teacher and/or SENDCo. There is no suggested time scale for resolution at this stage given the importance of dialogue through informal discussion.

In the event that informal discussions fail to resolve matters, the complainant should follow the Complaints Procedure, setting out the precise nature of the complaint as specified in the school's Complaints Policy. All formal complaints that are received will be recorded in school and acknowledged as outlined in the Complaints Policy.

Useful Contacts

Charlotte Hall: Headteacher and Designated Safeguarding Lead

- **Telephone:** 01460 72653
- **Email:** office@hsgschool.co.uk

Georgina Smith: SENDCo

- **Telephone:** 01460 72653
- **Email:** office@hsgschool.co.uk

SEND Local Offer:

- [Somerset County Council](#)

Somerset Special Educational Needs and Disability Information Advice and Support Service (SENDIAS):

- [Somerset SENDIAS](#)
- **Telephone:** 01823 355578

Somerset Graduated Response Tool:

- [Somerset's Graduated Response Tool](#)

Somerset Parent Carer Forum:

- [Somerset Parent Carer Forum CIC Ltd \(not for profit\) company no. 10227489](#)

Hinton St George Primary School website:

<https://www.somerset.org.uk/sites/hintonstgeorge/Pages/Welcome.aspx>

Review Date: January 2025

Headteacher: Mrs Charlotte Hall

Signed.....

SENCo: Georgina Smith

Signed.....