



## SEN Information Report for South Hiendley Primary School



- in accordance with section 65(3) of the Children and Families Act 2014

1. What kind of Special Educational Needs provision is accessible for children at South Hiendley Primary School?

South Hiendley Primary School is a fully inclusive school; our motto is 'Everyone equal, Everyone happy'. We ensure that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, physical ability or educational need. The school provision map is created to ensure all children receive support when necessary.

2. How do we identify children who may have an SEN need?

Children entering our nursery are baselined according to the Early Years Goals and any needs are identified here and discussed with parents where necessary. Pupil progress meetings/discussion are every term from which we track and identify children who are not making expected national progress. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress. School holds annual Joint Planning meetings and Consultations with a member of the School's Advisory Team and an Educational Psychologist. These meetings allow staff to share any concerns that they have and then if the advisory teacher agrees a referral can be made once parental permission is given. The IPMAT agreed a pathway for identification of SEND in 2017/18 and staff use this with support from the SENDCO, if necessary.

3. What provision is made for children with SEN; with and without an EHC Plan.

-in respect of: a) How is the intervention/support monitored as to its effectiveness?

Those children identified as benefiting from intervention/support are monitored against the progress they are making; this is normally taken into consideration each term during a provision map meeting with teachers and at termly pupil progress meetings with the Head Teacher.

b) What are the school's arrangements for assessing and reviewing progress of children with SEN? Progress is tracked through termly pupil progress meetings, through reviews with the external support agencies and the SENDCO tracks progress termly according to the whole school data collated through assessments and monitoring.

c) What is the schools approach to teaching children with SEN?

We are a fully inclusive school, which ensures that all pupils achieve to their full potential, this may be through differentiation, small group work or through 1 to1 teaching.

d) How does the school adapt the curriculum and learning environment for children with SEN?

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

4. Who is the named SEN contact?

Mrs Anna Webber

5. What specific expertise is available to children with SEN?

The SENDCO has completed the National Award for Special Educational Needs Coordination and holds a Post Graduate Certificate in Specific Learning Difficulties. All staff delivering interventions are appropriately trained.

6. What specialist equipment and facilities are there for children with SEN?

Occupational Therapy resources can be made available (slanting boards/cutlery) following their observations and recommendations. School has lift access and a disabled toilet.

7. What arrangements are there for consulting and involving parents of children with SEND? Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, progress reviews and yearly written reports.

April 2019

Mrs A Webber