SEND Information Report

2026-2027

A. How does the school know if a child needs extra help and what should parent carers do if they think their child may have Special Educational Needs (SEND)?

Who are the best people to talk to in this school about a child's difficulties with learning and/or Special Educational Needs (SEN)?	In the first instance, make an appointment to speak to your child's teacher. • The Class Teacher may suggest that you make an appointment to meet with our Special Educational Needs and Disabilities Co-ordinator (SENDCo) Lucy Burrows. • Our aim is always to listen to your views and support you and your child in the best way possible.
How do we identify children with SEND?	There are different ways that children may be identified: • Parent carers – parent carers may raise concerns regarding their child with the class teacher. These concerns will be recorded and investigated and any outcomes will be reported back to you. • Teachers – teachers may identify children by making observations of the child, analysing assessment data or by noticing a lack of progress in an area of the curriculum. This will inform decisions regarding provision and will form the basis of discussions at half-termly pupil progress meetings and with the SENDCo. • Transition documents from pre-school/nursery and previous schools and conversations with previous staff. • SENDCo – the SENDCo will work alongside both parent carers and teachers to identify a child's needs and to support teachers in gathering information about a child's progress, attainment and behaviour. Where appropriate specific

	assessment tools may be used by the SENDCo to identify specific needs. • External Agencies – where further advice is needed external agencies may be invited in to carry out more detailed and specialised assessments with the consent of the parent carer.
How can parent carers raise any concerns that they may have?	If parent carers have concerns about their child's progress they are asked to speak to their child's class teacher in the first instance. You may need to make an appointment by either ringing the school office or speaking directly to the class teacher.
How will the school let parent carers know if they have any concerns about a child's learning in school?	Your child's teacher or the SENDCo will ask to speak to you about any concerns that they may have; to gain a history and your own insight into your child's learning needs. Parent carers are kept informed about their child's progress in termly parent carer meetings. Parent carers of children with SEND will be consulted and asked to contribute to a child's Pupil Passport and Learning Support Plan during termly Parent Carer meetings.
Who should you contact if you are considering whether your child should join the school?	We always encourage you to visit the school, have a tour of the grounds and classrooms, and to meet staff. Contact the school office on 01278 422012 or at office@hnischool.uk to arrange a visit to the school.
What support do we have for you as a parent carer of child with an SEND?	The class teacher and SENDCo will give you support and advice on how best you can support your child. The school also has access to a range of specialists to whom your child can be referred to get extra specialist support. Please also refer to Somerset's Local Offer: www.somerset.gov.uk/localoffer and www.facebook.com/LocalOfferSomerset Somerset's SEND Local Offer is our local hub of information and guidance for children and young people with special educational needs and/or disabilities (SEND), their families and professionals in Somerset. You can explore services available to support you and how to access them.

B. How will school staff support children with SEND?

What are the different types of support available for children with SEND in this school?	The Somerset Graduated Response Tool Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: *https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/* Discover more at: www.somerset.gov.uk/localoffer and www.facebook.com/LocalOfferSomerset What this looks like in school: 1. Class teacher input through targeted classroom teaching also known as **Quality First Teaching**. All children in school should be getting this as part of excellent classroom practice. 2. **SEN Support** (The SEND Code of Practice 2015 *https://www.gov.uk/government/publications/send-code-of-practice-0-to-25*) If any pupil is not making expected progress despite **Quality First Teaching**, then additional SEN support is discussed and implemented under one or more of the following areas: **Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; Sensory and**

	Physical development. The school run intervention groups including; speech and language groups, social skills groups, numeracy support groups and physical development groups which are available to children who continue to need extra support. 3. **Higher Needs** Some children may need more focused individual support and receive additional higher need support which may involve one to one support; additional personal resources and additional staff training to meet the child's specific needs. This is usually funded by the school in the first instance. In some cases, this provision and funding may be provided through an Education, Health Care Plan (EHCP). Children with an EHCP will usually have access to additional funding and will usually need specialist support from professionals outside of the school. It is possible that a child assessed for an EHCP may have severe, complex and lifelong learning needs.
Who will oversee and plan SEN support?	• The class teachers, SENDCo Lucy Burrows, along with the Head Teacher, Mary Weatherburn and Deputy Head Teacher, Charlotte Beresford will oversee all the work and progress of any child requiring additional SEN support across the school. • The class teacher will oversee, plan and work with each child in their class who has SEN to ensure that progress is made in every area of their development. • Sometimes a Teaching Assistant may need to work with your child in a 1:1 situation. These will be specific and targeted activities. • Sometimes, it is necessary to involve outside agencies when supporting your child. Parental permission and written consent is always sought and parents are very much involved in discussions with professionals.
Which professionals might be working with children with SEND and what are their roles?	Children with SEND will spend most of their time in class working with their teacher or class Teaching Assistants. They will support your child's learning and ensure that their needs are being provided for. At times, professionals from other agencies outside the school may visit children with SEND to review and assess their progress. Parent carers will always be informed of these visits by the

	SENDCo, Class Teacher or other agencies. Parent carers are invited to meet with these professionals to discuss their child's strengths, needs and progress. Professionals may include the Local Authority's Virtual School advisory teachers; Educational Psychologists; Speech and Language therapists, Occupational Therapists; Physiotherapists, advisory teachers from Hearing and Vision Support services.
Who will explain this to parent carers?	The Class Teacher and/or SENDCo will explain the support that they are receiving.
How are the school governors involved and what are their responsibilities?	Michelle Martin is our governor who is responsible for overseeing the special educational needs provision within the school. She liaises with the SENDCo, making regular school visits to monitor provision and learning of children with identified SEND.
What are the school's approaches to differentiation?	• Work is pitched across the range of children's abilities and interests, from special needs to high ability. • Differentiation/adaptation is embedded in our planning and **Quality First Teaching.** • We use TA support, pre-learning and multi-sensory methods of learning to ensure that all learning styles are catered for. Sometimes differentiation/adaptation is by the resources a child is given to support their learning.
How will that help children with SEND?	All individuals are considered and catered for through a curriculum that is personalised and pitched at the appropriate level. This allows access to learning in all subjects for all children. We believe that the right levels of challenge lead to success, which in turn leads to progress.

How will I know how my child is doing and how will you help me to support my child's learning?

What opportunities will there be for parent carers to discuss their child's progress with staff?	• The class teachers are available at any time to discuss progress - feel free to make an appointment. • The class teachers will meet with parent carers during termly parent carer

	days to discuss children's progress, to share Pupil Passports and Learning Support Plans. • Parent carers will receive a copy of their child's Pupil Passport as a result of this meeting. • The SENDCo is available Monday-Wednesday to discuss support in more detail. • Parent carers with children who have an EHCP or who have higher level SEND will also be invited take part in an Annual Review, or a SEND support review, of their child's needs and provision. Children with SEND are also involved in these reviews through the sharing of their feelings and views. • Parent carers may be invited to a Team Around the Child (TAC) or in some cases a Team Around the Family (TAF), meeting to discuss SEND needs and to plan provision. • Parent carers of SEND Reception children are invited to School Entry Plan (SEP) meetings or Early Years transition meetings, to discuss their child's needs in the summer prior to their child starting school followed by review meetings in the autumn term, to discuss progress and further support required. • Parent carers are invited to attend SEPs with other settings on transition.
How does the school know how well a child with SEND is doing?	• There is an on-going dialogue between teachers, teaching assistants, the SENDCo, the Head Teacher and the Deputy Head teacher about the progress of all children. • Pupil Progress Meetings are held half-termly where teachers discuss the progress of children within their class with the Head Teacher and Deputy Head Teacher. • The leadership team within the school monitor teaching and learning across all classes throughout the year. • We hold on-going assessments of the Early Years Foundation Stage Profile and Key Stage 1 literacy, numeracy and science, and progress is tracked at the end of each term. • Annual reviews and SEND Support meetings are held for children with high

	SEND needs. School Entry Plan and Early Years Transition meetings are held in the first term after a child has started in their reception year.
How will parent carers know what progress their child is making?	• We hold termly parent carer meetings and an end of year report is sent out in the summer term. As well as talking to the teacher at parents' meetings it also gives the opportunity for parent carers to look at children's books, in order to see progress. Pupil Passports and learning support targets are discussed and reviewed with parents during these meetings. • Annual reviews and SEND Support meetings are held for children with high SEND needs. School Entry Plan and Early Years Transition review meetings are held once children have settled into school in the second half of the autumn term. • Parent carers can view individual children's activities on Tapestry https://tapestryjournal.com/. • Parent carers can also book an appointment with the SENDCo or ask to speak to the class teacher.
What opportunities will there be for regular contact about things that have happened at school?	• Teachers and Teaching Assistants are on the playground at the beginning and end of the school day, so it is easy to have an informal chat if needed. • Parent carers can view individual children's activities on the school's Tapestry site. • Home school diaries/communication books or sheets may be used with some SEND children. • For a more formal discussion, parent carers can request an appointment with the class teacher, SENDCo or Head teacher to discuss their child's progress at any time by contacting the school office in the first instance.
How and when will parent carers be involved in planning their child's education?	• Parent carers of SEND children including those with higher need pupils or an EHCP will be consulted at Parent's meetings and asked to contribute to their child's Pupil Passport and Learning Support Plan with the class teacher and/or SENDCo. • Parent carers with children with higher needs or an EHCP will be invited to an

	Annual Review or SEND Support review meeting each year where they will be involved in planning targets for their child.
Do you offer any parent training or learning events?	• Termly curriculum parent workshops are an opportunity for parent carers to find out about their child's learning and to demonstrate how different strategies and resources are used across the school. • The school website www.hampnurseryandinfantschool.co.uk includes class planning and termly overviews that detail what is planned for the coming term so you are able to support your child's learning at home. • If specific SEND training or support is required, it can be discussed with the SENDCo as she might be able to recommended courses organised by a variety of agencies. • Our Home School Liaison Worker (HSLW) can also provide support for home and signpost parents to relevant training and resources.

C. What support will there be for my child's overall wellbeing?

What is the pastoral, medical and social support available in the school for children with SEN and disabilities?	• We liaise with the school nurse, as well as consulting with other professionals who can offer advice and support. E.g. Children and Young People's Therapy Service (CYPTS); Children's Community Nurses. Where necessary, pupils have Personal Emergency Evacuation Plans (PEEPs). • We have a number of First Aid trained teachers and teaching assistants and lunchtime supervisors. • We ensure that staff are trained appropriately to support specific needs E.g. Diabetes, Epilepsy, hearing loss. • The HSLW is our Emotional Literacy Support Worker (ELSA) and can support children with their emotional needs. • We are a Mental Health Support Team (MHST) Schools and children and parent carers may be referred to the MHST for support.
How does the school manage the	• If a child needs to take medicines for a short period of time only, or where a

administration of medicines and personal care?	child can self-medicate E.g., Asthma pumps, then a medical form will need to be filled in. These are available from the school office. • If medication is required for longer periods, parent carers will need to meet with the SENDCo and/or Home School Liaison Worker where a medication form will need to be completed as part of an individual health care plan. • Where medication is administered, staff record details of administration carefully. • If a child has more complex medical needs, then parent carers will need to discuss those needs with the SENDCo as an individual health care plan may need to be produced for a child. Where a child is under a specialist health professional for a medical condition a Medical Health Care Plan is written by the specialist community nurses for school staff to follow. • In some cases, specialist training may also be required for the staff that will be supporting a child. This can be provided by specialist community nurses and other medical agencies. • All procedures above are detailed in the school's 'Children with Medical Conditions' policy.
What support is there for behaviour, avoiding exclusions and increasing attendance?	• We have a clear Relational policy to support behaviour needs, implemented by all staff. • Staff adopt a relational approach to support behaviour difficulties. • All classes have strategies and reward systems which follow the Relational policy to support and reward positive behaviour. • Where necessary there is a clear level of support for children whose behaviour remains unchanged, as detailed in our Relational policy. We liaise with parents and where necessary Behaviour Support Plans are included on children's Pupil Passports and are reviewed termly. Children with higher behavioural needs may require a Pastoral Plan and a risk assessment to be carried out to support behaviour and safety needs. • Antecedence Behaviour Consequence and Communication (ABCC) logs are kept in

	order to identify triggers for negative behaviour and to try and understand behavioural needs. • SENDCo and the Senior Leadership Team (SLT) liaise with other professionals to support behaviour needs as necessary. • HSLW and SLT regularly monitor attendance and liaise with parent carers and other agencies, as necessary, to support increased levels of attendance.
How will children with SEND be able to contribute their views?	• Class teachers involve children in the creation of their Pupil Passports and identify the type of support that they need. • The SENDCo will either meet with higher needs pupils, or ask the class teacher, to gather their views and feelings in preparation for their Annual Reviews, SEND Support Reviews and School Entry Plan review meetings.

D. What specialist services and expertise are available at or accessed by the school?

Are there specialist staff working at the school with qualifications?	• Our SENDCo is currently working towards her NPQ for SENDCo's, but she completed a SEND specialism as part of her initial teacher training.
What other services does the school access, including health, therapy and social care services?	We work closely with any external agencies which we feel are important to support a child's needs within our school, these include; • Somerset Educational Psychology Service • Mental Health in Schools Team • The Virtual School including support for Children Looked After and Previously Looked After; SEND and Early Years SEND • English as an Additional Language Support Services • Vision Support Team • Hearing Support Team • CYPTS Speech and Language Therapists • CYPTS Occupational Therapists

	• Children's Social Care Services • Somerset School Nursing Team • NHS Community Nurses • Pupil Referral Outreach Support

E. What training have the staff supporting children and young people with SEND had or are having?

- All staff attend all in house training and inset workshops.
- All staff have received Safeguarding and PREVENT training.
- All staff have received TEAM TEACH training
- A number of our staff are First Aid trained.
- Staff have appropriate medical training from the Community Nurses as needed for conditions such as Diabetes, Epilepsy, Cystic fibrosis etc
- A number of staff have received training from the Hearing Support Team.
- A number of TAs have received training from Speech and Language Therapy Service.
- Most teaching and TA staff have received STC - Somerset Total Communication Level 1 training.
- Staff are trained in phonic strategies including Little Wandle Phonics scheme and the Little Wandle SEND programme.
- Numeracy Coordinator and has attended Numicon training – numeracy intervention training. Staff are trained in Mastering Numbers programme.
- SENDCo has completed Trauma and sensory processing training, Designated teacher training, and is working to complete the NPQ for SENDCo's national award.

F. How accessible is the school and how will children with SEND be included in activities outside the classroom, including school trips?

Is the building fully wheelchair accessible?	• All areas of the school are fully wheelchair accessible. It is a flat site. We have two outside classrooms which can be accessed by a ramp. We have an

	accessible toilet.
Have there been improvements in the auditory and visual environment and are there disabled changing and toilet facilities?	• The school site is wheelchair accessible with a large disabled toilet including a changing bed. • Hearing Impairment Service and Vision Impairment Service advise on adaptations to the learning environment, as necessary.
How does the school communicate with parent carers whose first language is not English?	• We have access to the Ethnic Minority Achievement service who are able to give us support in communicating with parent carers whose first language is not English. • Access to interpreting services. • On-site use of Google Translate for daily communications between school staff and parent carers,
Will children with SEND be able to access all of the activities of the school and how will the school help them to do so?	• We believe in inclusion and full equity for all children and, as such, all children are enabled to participate in all school activities. When planning trips, teachers ensure that the needs of all children are taken into account and that the trip will be suitable for all. • A risk assessment is completed before any off-site activities. This ensures that everybody's health and safety is not compromised. Occasionally, for health and safety reasons it may be considered unsafe for a child to take part in an activity. If this should occur, then an alternative activity will be provided within school. • The school's 'Children with Medical Conditions' policy details the guidance we follow when planning trips and sporting activities.
How do the school involve parent carers in planning activities and trips?	All trips and offsite and activities are discussed with parent carers of children with SEND. Events and activities are risk assessed.

G. How will the school prepare and support my child to transfer to a new school?

What information will be provided to the new school? How will we support the new school to prepare for a child with SEND?	• We provide the new setting with information on current levels of achievement in the EYFS Profile and in Key Stage 1 subjects of reading, writing, maths and science. • The SENDCo and class teachers liaise with SENDCos and staff from other schools and pre-school settings as appropriate. Where necessary, staff attend School Entry Plan meetings and transition meetings for children with high additional needs. • The SENDCo and Deputy Head teacher meet with the SENDCo and class teachers of the adjoining junior Academy school during the spring and summer terms to discuss pupils in Year 2 who require additional support. Transition plans and additional visits are agreed. • The Academy SENDCo is invited to attend SEND Support reviews and Annual Reviews of children with SEND prior to their school transfer. • In addition, we forward any reports written by specialists and any assessments that have been undertaken with the child. • We also inform them of current provision and needs.

H. How are the school's resources allocated and matched to children's needs and how is the decision made about what type and how much support my child will receive?

How is the school's SEN budget allocated?	• Every school is allocated an amount of money for each child on roll. • In addition to this there is a formula applied to each school to calculate how many children with special educational needs there should be and another sum of money is allocated to give support for these children. • If a child has a higher level of need, then the school can make an application to the Local Authority (LA) for an Educational Health Care Assessment. If the application is successful, the LA will carry out an assessment and an Educational Health Care Plan (EHCP) will be issued. The EHCP will usually be issued with high needs 'top up' funding provided based on the child's needs.

	• Children with high needs and Education Health Care Plans will be assessed on a banded system with funding attached to each band.
Can you describe the decision-making progress about how much support a child with SEND will receive? **Who will make the decision and on what basis?** **Who else will be involved?** **How will parent carers be involved?**	• Like all schools in Somerset, the school operates a graduated response towards SEND. Please see '*Somerset's Graduated Response Tool '(2023)* *https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/* • High quality teaching, at a Universal level, differentiated for individual pupils is the first step in responding to pupils who have, or may have, SEN. • When the initial teaching strategies have not remediated the problem or area of concern for the child the SENDCo and/or class teacher may draw up a Pupil Passport and Learning Support Plan (LSP). The Pupil Passport includes the needs, barriers to learning and the child's strengths. It lists teaching strategies and support to be given and identifies outcomes and targets to be worked on. Parent carers have a copy of this plan and it is reviewed termly. • SEN Support - where a pupil is not making adequate progress, class teachers, and the SENDCo and parent carers will collaborate on problem-solving, planning support and teaching strategies for individual pupils. • High Needs Support - as a pupil's LSP is reviewed it may be felt necessary by class teachers, the SENDCo and school management team to involve other agencies in order to provide further support and assessment. • Children with very complex needs may have an Education, Health and Care Plan (EHCP). An EHCP is a legal document and will put emphasis on personal goals and outcomes. It will describe the support a child with high SEN needs will receive while they are in education.
How does the school judge whether the support has had an impact?	We closely monitor the progress of every child in the school through half-termly Pupil Progress meetings and regular reviews of Learning Support Plans. Where appropriate we use intervention programmes that are well researched and

	measurable e.g. Numicon, Mastering Numbers; Individual Literacy Intervention; Little Wandle: Lego Therapy, Time to Talk, Draw to Talk; ELSA.