

## **SEND information report - Hemyock Primary School 2020-21**

### **What sort of a school is Hemyock Primary School?**

Hemyock Primary School is a mainstream primary school which is proud of its inclusivity with Special Educational Needs & Difficulties (SEND) and disabilities. Our most recent OFSTED report in 2016 noted that Hemyock 'carefully plans high-quality support for vulnerable pupils with complex needs. Research is used well to inform strategies to help pupils to overcome barriers to their learning. Close work with external agencies provides the school with helpful advice. As a result, pupils who have complex needs work successfully alongside their classmates in lessons.'

<https://reports.ofsted.gov.uk/provider/21/137654>

The school has a PAN of 30 for each year group, with pupils at the school aged between 2 and 11. Many children start school in our nursery class; however, we have links from a number of different nurseries and pre-school providers and care is taken to ensure that transition arrangements support the needs of the individual, with extra sessions offered to children with SEND.

### **What type of special educational needs do pupils currently at Hemyock have?**

In 2019-20 the school successfully included pupils with a wide range of SEND including difficulties with: cognition and learning, communication and interaction, social, emotional and mental health and sensory or physical needs.

### **How does the school identify pupils needing additional support?**

The staff within the school closely monitors the progress of all children in the school on a regular basis. The school tracks children's progress on the National Curriculum, and uses the Devon Graduated Response Tool to aid identifying and planning for children with extra needs. The school uses the Boxall approach to aid assessment of social and emotional development.

The Head teacher and SENDCo meet regularly with class teachers and teaching assistants in which each child's progress is discussed in detail. Children requiring support and/or intervention are identified and a plan of action drawn up to be discussed with parents, this is known as an Individual Education Plan (IEP). Some children may need extra help for only a short period of time, whilst some may have longer term difficulties. The progress of children already receiving extra help is checked to ensure they are making good progress and any changes to provision are discussed and agreed.

The school has a close relationship with many other agencies and professionals and in some cases may seek additional advice for children with SEND.

We work closely with a range of outside agencies including:

- Educational Psychology Service
- Advisory Teachers for children with visual or hearing needs
- DIAS (Devon Information Advice and Support)
- SALT (Speech and Language Therapy)
- Communication and Interaction Team
- Dyslexia Outreach Service
- Autism Assessment team
- Under 5s Multi-Disciplinary Assessment Team
- Early Years Consultant
- Nursery Plus
- Early Support Advisory Teachers

Health Provision delivered in school

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs (Child and Adolescent Mental Health)
- Portage
- Diabetes Care Nurses

Help will only be requested from outside agencies after consultation with parents/carers.

### **What should I do if I think my child needs more help in school?**

Teachers are available at the beginning and end of the school day to talk to parents about any concerns. A separate time can be arranged to have a longer discussion if necessary. The Head teacher and SENDCo can be contacted by e mail [hemyock@ventrus.org.uk](mailto:hemyock@ventrus.org.uk) or by phone (01823 860240) and are happy to meet with parents to discuss any concerns and agree the best way forward.

### **How will I know about support planned for my child?**

IEPs (Individual Education Plans) are reviewed termly, at either at parents' evenings or another mutually convenient time, with children's class teachers. Teachers discuss progress with parents and agree targets and plans for extra support. The Head teacher and SENDCo also attend the parents' evenings and meet with parents as necessary.

Some children will have a more detailed IEP agreed with parents and other professionals, in Team around the Family meetings (TAF meetings). These reviews are usually held with the SENDCo and take place throughout the term, at times convenient to parents.

Children with an Education, Health and Care plan (EHCP) have regular meetings with the SENDCo and also an annual review meeting where progress over the year is discussed in detail, and plans for the next 12 months agreed with parents and children. Reviews of EHCPs are sent to the SEN 0-25 team at Devon County Council.

At times of transition to other schools, additional meetings and support plans are put into place for children and their families.

In all the above meetings, the support of parents in their child's learning is welcomed and seen as an important part of helping the child make as much progress as possible.

### **What sort of extra support might my child have?**

The school aims to include every child in as much learning as possible alongside their peers in the mainstream classroom. It provides a wide range of additional support to enable children to achieve this. The curriculum may be adapted to meet individual children's special educational needs. It is recognised that some children may need additional or different provision for varying amounts of their timetable. The school uses a targeted approach to support additional social and emotional needs. The school has Mental Health Ambassadors and has a Mental Health and Wellbeing Policy, which details the provision available across the school.

### **How will I know if my child is doing well?**

In addition to parents' evenings, the school encourages informal conversations between staff and parents so that success can be celebrated quickly and problems discussed at an early stage. The children and their parents are seen as key players in ensuring successful supporting children with SEND and regular contact is seen as important.

Some children may have a home-school book to keep parents in touch with daily events and all children receive an Annual Report on their progress.

### **How will my child be included in school activities?**

All children with SEND are taught within a mainstream class and are involved in all aspects of school life; this includes: class assemblies, outings, residential trips and after school clubs. Children with SEND play a full and active part in school life.

### **Who supports children with SEN and disabilities at Hemyock?**

All staff at Hemyock support children with SEND but the following may be particularly involved in supporting your child;

*Special Educational Needs Co-ordinator (SENDCo): Kerensa Scillitoe*

*Governor with responsibility for SEND: Jonathon Hillman*

*School Nurse: Sandra Williamson*

*Educational Psychologist: Julie Cozens*

*Speech and Language therapist: Samantha Crispin*

The SENDCo at Hemyock has a degree in Education, gained the SENDCo National Award for SEN and has experience of working with children with SEND with a variety of needs.

Staff at Hemyock are skilled in meeting the needs of a wide range of SEND and receive regular training to extend and update their knowledge.

#### **How is the school equipped to meet the needs of children with SEN and disabilities?**

Hemyock is a rural school which is safe and secure. It is wheelchair accessible and has fully accessible toilet and changing facilities. All environments are regularly checked and adapted to meet the needs of children with sensory impairments and mobility difficulties. There are break-out spaces for children who may need sensory breaks during the school day. The school allocates funds to meet the needs of smaller items of specialist equipment and works with outside agencies to provide larger items of equipment. The school has a range of ICT to support learning.

#### **How are parents involved in the school?**

At Hemyock we regularly invite parents and carers to join us in a range of events including assemblies, celebrations and special events. We are keen to develop our PTFA and welcome parental involvement. We are keen to explore parental skills and talents so that we can work well as a team to support and develop the whole school community.

#### **How can I get more information about SEN in Exeter and Devon?**

Devon Information Advice and Support (DIAS) <http://www.devonias.org.uk/> provide general advice and support on many aspects of education of children with SEN and disabilities and can be of particular help at times of transition from primary to secondary school. The support provided by Devon Local Authority for children with SEN and disabilities can be found in at <https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>. Teachers and the SENDCo can direct parents to other organisations and services that can provide additional support for SEND.

#### **What should I do if I am worried or unhappy about the support my child is receiving in school ?**

Parents are encouraged to talk to the teacher or the SENDCo in the first instance. If a parent still feels concerned, the Governor responsible for SEND (Jonathan Hillman) can be contacted via the school's email address [hemyock@ventrus.org.uk](mailto:hemyock@ventrus.org.uk). DIAS (see details above) can advise parents on how to proceed if they feel their concerns are not being adequately addressed by the school or the Local Authority.