



Special Educational Needs and Disability (SEND) Information Report

Hermitage Primary School			
Review frequency	1 year	Reviewed	November 2021
Website	Yes		
Staff Responsible (SENDCO)	Rachel Langford	Next Review	November 2022

[Our approach to teaching children with SEND](#)

Hermitage is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement.

Equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of SEND children within our school setting, thus providing a learning environment which enables all children to make the greatest possible progress and achieve their full potential.

Our school's SEND Policy document is available on the school website, detailing our philosophy in relation to SEND.

[1. What kinds of needs can be supported at Hermitage?](#)

Children with every type of need are supported at our school and we make our best efforts to ensure that every child in makes good progress and is well prepared for adulthood.

Additional to /or different from provision is currently being made in school for children with a range of needs, for example:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.
- Communication and Interaction – Autistic Spectrum Disorder, selective mutism, speech and language difficulties.
- Sensory and / or Physical – Hearing Impairment, Visual Impairment, sensory processing difficulties, Occupational Therapy needs.

- Social, Emotional and Mental Health – Attention deficit hyperactivity disorder, anxiety and well-being needs.

2. Who can I talk to about my child's needs?

- The class teacher
- The phase leader
- Special Educational Needs Coordinator (SENDCo)
- The Deputy Headteacher

SENDCo

The SENDCo is responsible for the implementation of the SEND policy and supports / advises other members of staff where and when necessary in meeting the needs of the children. The SENDCo liaises with Parents / Guardians and relevant outside agencies eg Health / CAMHS, Speech and Language Therapy, Educational Psychology and Social Care. She attends and cascades appropriate in-service training in order to address new developments in national policy and practice. The SENDCo prepares and delivers in-service training and assists in the purchase and deployment of appropriate resources encouraging their efficient and effective use. She also is responsible for the maintenance of the SEND Support Register. Mrs Rachel Langford is our SENDCo.

3. How are children's needs identified?

All children are individual, so at Hermitage Primary School we spend time identifying the needs of all children (whether they have a special educational need or not) before they enter school and throughout their school life.

How are children's needs identified before they start at our school?

As soon as we receive confirmation that a child will be attending our school we start finding out more about each child so that we can plan for their needs and ensure that they settle into our school happily and make good progress in learning. We achieve this through:

- Initial Parent / Guardians induction meetings
- Questionnaires to Parents / Guardians and children
- Liaison with previous schools or educational settings
- 'Getting to know your new school' or 'class visits' before children start properly
- One page profiles, All about Me books,
- Home visits or interviews at school.

How are children's needs identified whilst children are at our school?

By pupils telling us:

- Just by talking
- Through class Personal, Social and Health Education (PSHE) lessons and Circle Time
- Through School Council meetings

- Feedback in books – children can write notes in their books for the teacher to see when they mark
- Through Pupil Voice
- At SEND review meetings, Education Health Care Plan (EHCP) review meetings, Initial Concerns review meetings, Annual Review meetings and Children Looked After (CLA) reviews; where the pupil contributes towards agreed discussions

The school also uses Pupil One page profiles for our most vulnerable children, as an effective transition package within school and externally.

By a parent telling us:

- By informally talking to the teacher
- By writing a note in the child's home / school diary, or by Dojo or emails
- Through requests to meet via the school office
- Parents consultation evenings

Through Teacher assessments:

We regularly assess and review the progress of all children at Hermitage Primary School. The school uses a graduated approach (a step by step process) to assessing, identifying and providing for children's special educational needs. Throughout the Early Years Foundation Stage (EYFS), Key Stage 1 (KS1) and Key Stage 2 (KS2) the children are **assessed against set objectives** to check their progress across all areas of learning/ subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment process to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention (see section 9) and then external agency involvement for the identification, assessment and monitoring of children's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessments and Staff / Parent or Guardian consultations, the use of targeted interventions and through advice from external professionals, a child's special educational needs are identified and recorded on the SEND Support Register.

Other information that may be used to identify pupil needs:

We also use other sources of information to ensure that pupils are happy and making good progress and do not need any other support, such as:

- analysis of behaviour logs
- analysis of class pastoral files
- analysis of attendance/ lateness

During a review of progress against SEND desired outcomes:

These take place throughout the year with Parents / Guardians, children and teachers. The meetings take different forms and primarily promote co-production (joint work) of targets between school, Parents/ Guardians and professionals:

4. How do we work in Partnership with Parents / Guardians of children with SEND?

We try to work closely with all our Parents / Guardians to ensure that all pupils are happy and make progress. Working in partnership with Parents / Guardians of children with SEND is even more important so we use the following strategies to work closely with the home. Please note that due to our COVID risk assessment to keep our children, staff and parents / guardians safe adaptations to these arrangements are currently in place through increased use of phone, dojo and email:

- Communicate regularly and informally through class dojo / home school diaries and/ or phone calls and letters and quick informal chats at the beginning and/or end of the school day as and when needed.
- Have an open-door policy so that Parents / Guardians can make appointments to see the class teachers and SENDCo when they are concerned and would like a longer discussion.
- At termly provision review Parents / Guardians meetings for pupils with EHCPs. The meetings allow all members involved with the care and support of a child to thoroughly discuss a child's needs and agree desired outcomes.
- For any child with an EHCP and for some children with more complex SEND the school will work with Parents / Guardians and children to draw up a "one page profile" that describes a child's needs and the most effective ways to support them. This profile can be circulated to all adults working with the child.
- Provide Parents / Guardians for any child with an EHCP with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them (provision maps which are shared termly).
- Hold an Annual Review for any child with an EHCP.
- Support Parents / Guardians with arranging meetings with professionals on site.
- Prepare specific resources to be used at home for continuous practice and supporting school learning and provide support for home learning so that the school and parents are supporting children effectively as a partnership.
- Arrange opportunities for discussions with external professionals giving Parents / Guardians an opportunity to seek further advice and support.
- Support Parents / Guardians with the completion of reports.
- Attend transition visits to new placements with Parents / Guardians.
- Provide Parents / Guardians with additional guidance on objectives listed in Speech and Language Therapy (SALT), Occupational Therapy (OT) and Educational Psychology (EP) reports.

5. How do we enable children with SEND to make decisions about their education?

We encourage all children, including those with SEND, to make decisions about their education. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through

- asking questions in lessons
- asking questions in books

- setting clear targets
(please see our Teaching and Learning policy for further details)

Children with SEND support

In addition, children with SEND support have personalised targets which includes outlining the support needed to achieve additional agreed outcomes and enable them to succeed. These outcomes are discussed with pupils and with Parents/ Guardians during consultation meetings and are ongoing throughout the school year.

Children with an EHCP

In addition to termly target review meetings we also hold an Annual Review meeting. We work with the Parents / Guardians and pupil and invite all relevant people involved with the child's Education, Health and Care Plan to review against the desired outcomes in the EHCP. We aim to include the children's views at this meeting in a manner appropriate for each child. E.g. familiar adults may work with a child to gather their views prior to the meeting and present to Parents / Guardians and professionals on their behalf. Staff work with pupils and Parents to collect voices or collate a current one page profile that is presented at the meeting. This may include any information the child wishes to share with the adults' involved and important information about their happiness and aims in life. Children may attend part of the Annual Review meeting if they wish and present their views.

It is extremely important for Parents / Guardians to attend these meetings to ensure everyone works together to secure the best outcomes for their child. It may be possible to provide Parents / Guardians with support to attend / access the meetings in consultation with the SENDCo.

6. How do we help children when they join our school?

Before children start in Nursery and Reception, parents and children are invited into school in September to meet with the class teacher and TA. For Lower and Upper school, pupils can have a tour of the school with their Parents / Guardians and a registration form is completed with information about the pupil. We will also request information from the pupil's previous school or educational setting. Meetings prior to starting the school are held with the Deputy Head Teacher are held for all new joiners. Class teachers are always willing to meet Parents / Guardians prior to the pupil joining the school.

Before any child joins our school, we try and find out as much about them as possible to help them settle in quickly. All our new SEND children have the opportunity to visit the school and spend a short time with their new class so they know what to expect on their first day. If appropriate Parents / Guardians are invited to an Induction meeting led by the SENDCo which allows both home and school to share information and plan for their child's needs. A 'transition plan' maybe devised to help a child settle into school easily and happily. This transition plan should only take a short amount of time and will be decided upon during this meeting.

For some children, we may meet with Parents / Guardians again at a second meeting to agree desired outcomes we will work towards and develop strategies to support a child to achieve

these aims. A copy of this plan detailing this will be shared with Parents / Guardians as soon as possible after the second meeting.

7. How do we help children when they move to another school?

Whenever any child moves to another school we always pass on their records to the new school.

If a child has SEND we also:

- Pass on SEND records to the new school including SEND support plans and EHCPs. Liaise with the SENDCo at the new school to clarify any information necessary.
- If appropriate we can devise a transition plan to support the move. This may include extra visits to the school, work to help prepare them for the transition e.g. drawing maps of the new school and/or working on a new one page profile for the new school.
- Support Parents / Guardians with further information about the new school and visit new settings alongside them if appropriate.
- Where possible we invite the new school to the last Annual Review of a child with an EHCP so that a transition plan can be agreed as part of this meeting.

8. How do we help children when they move between classes and/or phases of education?

When moving classes in school:

- Information will be passed on to the new class teacher in advance, through a planning meeting which takes place with the new teacher. All previous reports and relevant plans will be shared with the new teacher.
- In July, we have a Transition Day where pupils visit their new class setting and meet staff. Where appropriate, additional visits will be organised for pupils who require extended transition support. This will include further opportunities to build a relationship with new staff and ensure the pupil feels secure and familiar in their prospective new class.
- If appropriate a 'social story' can be written with the child to help their understanding of change.
- We provide identified children with transition photo booklets with information about their new class and teacher.

9. How are adaptations made to the school to help children with SEND?

We have a range of intervention programmes in place for children who require additional support. The intervention is 'in addition to or different from' the usual differentiated curriculum / resources.

The SEND Support provided consists of a 4 part process known as the graduated approach: **Assess, Plan, Do** and **Review**. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. It recognises that there is a continuum of SEND and

that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

We currently run the following interventions to support learning across our school. Not all interventions will be available for all children as the needs of the children and the available resources will be taken into account. :

Pastoral Support
<p>Social Skills programmes/support including strategies to enhance self-esteem, develop the skills to make and sustain friendships and learn strategies to manage conflict in the playground.</p> <ul style="list-style-type: none"> • Weekly practical skills programme for small groups of 4–6 children in Key Stage 1 (Playing and Learning to Socialise- PALS) • Weekly practical skills programme for small groups of 4–6 children in Key Stage 2 (Socially Speaking) • Playground support for individual children and structured lunchtimes. • Drawing and Talking sessions one to one with an adult
<p>Strategies to support behaviour</p> <ul style="list-style-type: none"> • School rewards and sanctions as set out in the School Behaviour Policy • Personalised rewards charts for individual pupils • Behaviour Plans with specific targets and on-going review cycles with Parents/Carers • 1 page profiles for pupils with Education, Health Care Plans (EHCP) • Personalised Risk Assessments to provide specific care and attention • Social skills programmes • Tailored inductions for new pupils • 1:1 or small group support via our Wellbeing Officer • Referral to Educational Psychology Services for individual children if appropriate
<p>Mentoring activities</p> <ul style="list-style-type: none"> • Use of talk partners and buddy schemes • Friendship bench • Restorative Practice approaches and 5 Point Scale • Mentoring provided via our Wellbeing Officer • Daily pastoral care/guidance from all staff
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with Parents/Carers)</p> <ul style="list-style-type: none"> • Referral to CAMHS (if appropriate) • Referral to Stronger Families (if appropriate) • Referral to our in-house Well-being Officer • Access to 'Rainbows' bereavement/separation/loss intervention programme provided at school by trained school staff • Referral to Educational Psychology Services for individual children if appropriate • Transition support, visits/meetings

- Open door policy
- Pupil well-being questionnaires completed annually
- Regular contact and liaison with Parents/Carers as necessary

Support/Supervision at unstructured times of the day including personal care

- Teaching assistant support on playground to support behaviour for individual children as required
- Trained staff supervising during break periods for individual children

Personal and Medical care

- Individual protocols for children with significant medical needs and allergies
- Access to School Nurse, Health Visitor, Audiologist, SEND Sensory Service at the Local Authority.
- Individual support plans for children with specific medical needs
- Strategies for the use of personal medication
- Activities to develop fine and gross motor skills implementing advice from Occupational Therapists.

Access to Learning and the Curriculum

Teachers plan their lessons ensuring that all of the specific needs of all groups of children in their class are considered and met through High Quality First Teaching. Planning and teaching is adapted on a daily basis to meet children's learning needs. Different strategies and resource materials being available within and outside of class. Reasonable adjustments are made to the physical environment. Reasonable adjustments are made to daily routines / timetables. Support staff provide additional support within the classroom.

Strategies to support/develop English/reading

- Small group support in class in all lessons
- Withdrawal in a small group for 'Catch-up Literacy activities'
- Small group intervention programmes with class teacher/ teaching assistant to target gaps in learning
- Additional individual reading for targeted children
- Staff applying multi-sensory teaching approaches to increase access to learning
- 1:1 reading programmes (Toe-by-Toe, Read Write Inc phonics, Lexia)

Strategies to support/develop Maths

- Small group intervention programmes with class teacher/ teaching assistant to target gaps in learning
- Staff applying multi-sensory teaching approaches to increase access to learning
- Structured interventions in small groups

Strategies/programmes to support speech and language

- Speech and Language Therapist providing termly support to mainstream and EHCP pupils

- Delivery of planned Speech and Language programmes for individual children from trained teaching assistants
- Delivery of Language Link programme in Early Years/Yr1
- Delivery of Attention Hillingdon programme
- Social groups focusing on speech and language in EYFS and KS1
- Speech and Language INSETs provided by Speech Therapists
- Delivery of planned Speech and Language programmes for groups of pupils
- Support from staff trained in speech and language strategies
- Linguistically modified and visually supported approach to the curriculum
- Speech and Language / Occupation Therapist advice disseminated to and followed by teaching staff

Access to a supportive environment – IT facilities/equipment/resources (including preparation)

- Pre-teaching of key vocabulary
- Over-teaching/learning new strategies
- Prompt and reminder cards/visuals for strategies, organisational purposes and scaffolding tasks
- Use of multi-sensory teaching approaches
- Use of TEACCH approach
- Visual timetables/schedules (whole class and individual)
- Use of digital voice recorder to record ideas / some written tasks for individual children
- Working Walls
- Sensory boxes
- Calm and clear classrooms

Provision to facilitate/support access to the curriculum

- Small group support from classroom teaching assistant
- 1:1 support in classroom from teaching assistant for individual children as appropriate to facilitate access through support/ modified resources
- Use of personalised curriculum
- Use of digital voice recorder to record ideas / some written tasks for individual children

Strategies/support to develop independent learning

- Use of visual timetables/schedules and checklists/prompt lists
- Clearly labelled and easily accessible classroom resources
- Pre-teaching of key vocabulary
- Scaffolding of activities
- Use of individualised success criteria
- Individual targets

10. What skills and training do our staff have?

Staff members	Training completed
All staff	<p>Are trained in the requirements of:</p> <ul style="list-style-type: none"> -The SEND Code of Practice -The Equality Act <p>Other ongoing support achieved through:</p> <ul style="list-style-type: none"> -SEND class files which contain current strategies for a variety of pupil needs -All general school policies on teaching and learning and behaviour management include information on how to include children with SEND -Internal school training based on staff needs / school priorities provided by SENCo, Deputy Head, Headteacher and external providers
SEND Teaching assistants	<p>Out teaching assistant bring a variety of skills to our school and between them have had training in the following areas:</p> <ul style="list-style-type: none"> Autistic Spectrum Disorder (ASD) Attention Hillingdon SALT programmes OT programmes (fine and gross motor, sensory processing) Behaviour management Reading support Writing support Maths support English as an Additional Language (EAL) support
SEND leadership: SENDCo / Deputy Head	<ul style="list-style-type: none"> NASENCo accreditation Attendance at network / cluster meetings

11. How does our School work with other Agencies/Services?

The school works with a range of external agencies and professionals to support children's needs. The SENDCo can access support from:

- Speech and Language Therapy Service
- Occupational Therapy Service
- School Health and Nursing Service
- Educational Psychology Service
- Social Services
- Counselling Service
- Child Development Team
- Stronger Families
- SEND Advisory Service
- Visual / Hearing Impaired Team
- Children and Adolescence Mental Health Service

- Looked after Children's Team
- Education Welfare Team
- Audiology Service

12. How do we support the emotional and social development of all of our children?

The schools "Behaviour and Discipline" policy can be found on the school's website. We also teach children strategies to support them socially and emotionally through:

- PSHE lessons
- Circle time
- Assemblies
- Small group Interventions such as 'PALS'
- Social stories
- Specialist advice from Education Psychologist
- Structured lunchtimes and social groups
- 1:1 / small group mentoring as provided by our Pupil Wellbeing Officer Tracy Ritchie

If necessary we also support children's social and emotional development through individual support plans that teach social skills and coping strategies.

13. How accessible is Hermitage Primary School?

The school is accessible for children with disabilities. We have a lift for the first floor classrooms and a disabled toilet. Personal risk assessments would be made for individual children with a disability to ensure that their needs are met as fully as possible.

14. What support is available to ensure that children with SEND can attend school trips and learning activities outside of school?

We aim to make our school trips and activities outside of the school accessible for all children. Individual risk assessments are completed for individual children and support is reviewed. Discussions about individual children and the trip will be discussed with parents.

15. Where can I find the Local Offer for Hillingdon?

Hillingdon's Local Offer can be found on the Hillingdon.Gov.Uk website. This local offer provides information about services across the borough for children. The school's local offer / Information Report is published on our website.

15. What do I do if I am concerned about the quality or effectiveness of support my child is getting?

All schools check the quality of the support for each child and report the effectiveness of provision to the governors.

If you are concerned at any time please contact the school in this order:

1. Class Teacher
2. Phase Leader
3. SENDCo
4. Deputy Head
5. Head Teacher
6. Chair of Governors

The school's complaints policy can be found on the school's website.