

Hodthorpe Primary School



**SEND Information
report**

2026-2027

All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND).

Our school vision statement is, 'working together, challenging each other as one big family'.

This vision ensures that all members of the school community are committed to working in partnership. This includes: parents, pupils, school staff, governors, outside agencies and the wider community.

Key people:

SENDCo – Mrs N Fretwell-Evans and Miss A Evans

Head teacher – Mrs N Fretwell-Evans

Trust Partner – Mr J Breedon

To arrange a meeting with the Headteacher/SENDCO or member of the School Champions Board, please call in at or phone the school office: 01909 720315.

Hodthorpe Primary School (HPS) is a mainstream setting which is part of the Learners' Trust Academy

The **admission arrangements** for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Statements or Education, Health and Care Plans and those without.

Children may have special or additional educational needs either throughout, or at any time during, their school career.

What are Special Educational Needs?

The Code of Practice 2015 defines SEND as follows:

'A child or young person has SEND 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 or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 mainstream schools or mainstream post-16 individuals

A child with SEND may experience difficulties with:

- learning and completing work in school;
- reading, writing, maths or understanding information;
- expressing themselves or understanding what others are saying;
- making friends or relating to others;
- behaving appropriately in school;
- organising themselves; or
- a form of sensory or physical needs which may affect them in school

What Special Educational Needs does Hodthorpe Primary School make provision for?

The new Code of Practice 2014 identifies 4 key areas of SEN:

• Communication and Interaction

- Staff with the Early Years Foundation Stage are trained to assess pupil's communication and interaction difficulties. For children with a more severe communication and interaction need, support and advice from outside agencies will be sought and where necessary, referrals can be made to the local authority speech and language team for an individualised care plan to be completed.

• Cognition and Interaction

The school will use a range of interventions and supportive strategies in class to provide a personalised and differentiated curriculum for these pupils. The school uses approved whole school schemes such as Maths No Problem and The Literary Curriculum which have proven, positive results. We also have a number of interventions such as Memory games and Precision Teaching which can be drawn upon, if needed.

• Social, Mental, and Emotional Health

-The school offers a wide variety of pastoral support for pupils. This includes: JIGSAW, an evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

-At lunchtimes we offer a range of activities. These may be run by Chesterfield FC Sports coaches, Midday Supervisors, our Learning Mentor or other staff members. This ensures that everyone has someone to play with.

-For some children who struggle with the transition between home and school we can arrange a 'Meet and Greet' for each morning, whereby a member of staff will meet with the child and help them settle into the daily routine.

-We are committed to making the online environment a safer, better place for pupils and in doing so have gained the i-Vengers and National Online Safety (NOS) Award.

-The school has a range of SEMH interventions that it can use within the educational setting to support children including, but not limited to: Positive Play, Anger Gremlin, Anxiety Gremlin and Nurture. The school is also able to make a referral to CAMHS. One of our staff is a trained Emotional Literacy Support Assistant and runs ELSA sessions. We have also had Zones of Regulation training from an external provider. During our nurture sessions, children work on individualised targets and build up self-esteem, responsibility, and trusted relationships with peers and key adults. If the school feels that domestic circumstances are causing difficulties in this area an Early Help Assessment (EHA) or further assistance for the family may be provided through safeguarding procedures and early help, team around the family meetings. Mrs Fretwell-Evans and/or Mrs Bodell, our Pastoral Support Worker for families are able to guide and support best practice. They can be contacted through ringing the school office or via email.

• Sensory and /or Physical Additional Educational Needs

If your child has a physical or sensory need the school will be supported by outside agencies and will be advised on how to best support your child within the setting. For example, the school may call upon the expertise of physiotherapists or occupational therapists. These agencies can then advise the school and check that classrooms and other areas of the setting are accessible for all pupils. Sometimes, the school may need to purchase specialist equipment to support children with physical disabilities or may need to make adaptations to the environment. Where possible, the school promotes independence for children with physical disabilities and does not want them to become dependent on adult support.

What is the local offer?

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The statement sets out the responsibilities of the school, Governors and the Local Authority for meeting the needs of pupils and their parents/carers who have been identified as having Special Educational Needs and Disabilities (SEND).

Further information can be found in: <http://www.derbyshireSENDlocaloffer.org/>

How does Hodthorpe Primary School plan and assess a child's Special Educational Needs?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, previous schools, or the pupil
- Whole school tracking or outcomes indicate insufficient progress
- Observations suggest additional needs
- Behaviour monitoring reveals emotional or concentration challenges

All staff, with support from the **SENDCO**, use **robust assessment tools** to identify, track and monitor specific needs in school. This ensures targeted support and planning for provision.

What should I do if I think my child may have Special Educational Needs?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. This can be done through messaging on seesaw or by telephone call. You may also contact the SENDCO or the Head teacher directly if you feel this is more appropriate. This can be done through seesaw or calling the school office: 01909 720315.

If any concerns are identified, the school will set up a meeting to discuss this with you in more detail and to: listen and record any concerns that you may have, plan any additional support your child may need including social and emotional support and discuss with you any referrals to outside professionals to support your child's learning.

How does Hodthorpe Primary School plan for and assess pupils with identified SEND?

Class teacher input, via highly focussed targeted classroom teaching (Quality First Teaching) includes:

- High expectations for all pupils
- Teaching built on prior knowledge and next steps
- Inclusive and practical learning opportunities
- Strategies suggested by the SENDCO
- Continuous progress monitoring

In addition:

- We work closely with our **ISAT Inclusion Support Advisory Teacher** to train staff and support the delivery of quality first teaching
- All teachers use **assessment tools** to support **Wave 1** provision
- SMART targets are planned and written for **Wave 2 and Wave 3 interventions** to ensure measurable impact

Specific group work

Children may access targeted intervention either inside or outside of the classroom. This may be delivered by either a teacher or a teaching assistant working under the direction of the class teacher or SENDCo.

What are the different types of support available for children with SEND in our school?

Specialist groups run by outside agencies SEN Code of Practice 2014: School Support (SS) This means that a pupil has been identified by the Head of Inclusion/Class Teacher/SENDCo as needing some extra support in school or from a professional outside the school. This may be from – Local Authority Inclusion Support services or outside agencies such as the Education Psychology Service. Pupils may also be referred to the Neurodevelopmental Pathway.

What could happen:

- Parents/Carers may be asked to give permission for the school to refer their child to a specialist professional, e.g. Speech and Language Therapist or Educational Psychologist. This will help the school and the child's parent or carer to understand a child's particular needs better in order to support them more effectively in school.
- The specialist professional would work with a child to understand their needs and make recommendations as to the ways that child is given support.
- If your child is identified by professionals as having a high level of need then the school can apply for an EHC plan which if successful will outline the number of hours support your child will receive from the LA and how the support will be used. It will have long term objectives for your child.
- If your child is identified as having significant Special Educational Needs, when their current needs are not evident as complex Education, Health and Care and are not necessarily long term. Inclusion Panel Funding will give access to specialist services, such as Inclusion Support Services.

Specific Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs or an Education, Health Care Plan (EHCP). This means a child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. A child may also need specialist support in school from a professional outside the school such as, Speech and Language and Educational Psychology Services.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with the preference and name the school in the EHC plan unless: it would be unsuitable for the age, ability or SEN of the child and young person. Before making the decision to name our school in a child's EHCP, the local authority will send the school a copy of the EHCP, where a final decision will be made.

-Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

Inclusion Panel

Inclusion panel is aimed at pupils where their needs are not evident as complex for Education, Health and Care and are not necessarily long term.

Inclusion panel funding will give pupils or staff working with these pupils access to specialist services, such as Inclusion Support Services (Support Service for Special Educational Needs), at this earlier stage and give schools the earlier opportunity to reduce barriers to learning for pupils. Schools will be able to submit documentation directly to show that a pupil's needs and barriers to learning require additional funding, above the resources normally available to them. If they are successful, the school will receive Inclusion Panel funding immediately without having to wait for the 20 week assessment period for an EHCNA.

The Inclusion Panel funding will give schools and parents/carers the opportunity to be more flexible in how pupil support is best delivered and a range of interventions can be considered.

If the school believes that a child's needs are severe and complex, and that their needs place them at risk of exclusion, the school may make an application for Inclusion Panel funding. The application details targets for the child and explains how the school will support the child in achieving these. After the request has been made to the 'Panel of Professionals' (with information about the child, including some from their parents or carers), they will decide whether they think the child's needs (as described in the paperwork provided), seem complex enough to need an assessment. The Panel of Professionals will decide if the child's needs are severe and place that child at risk of exclusion. If this is the case, they will grant Inclusion Panel Funding. If this is not the case, they will ask the school to continue with the current level of support. The agreement will outline the funding allocated to the school to support the child. The school then complete termly evaluations of the support and report on the progress the child has made towards their individual targets.

What training have staff supporting pupils with SEND had?

At Hodthorpe Primary School, we ensure that we undertake appropriate training to support children with Special Educational Needs in order to make effective provision. This involves whole school training on identifying needs and different intervention strategies. This may be led by members of staff with specific expertise or external agencies.

Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children, or groups in their care. This includes: Leading a nurture group and lego therapy.

The school has visits throughout the year from Inclusion Support specialist teachers who can provide advice to staff to support the success and progress of individual pupils.

What are the arrangements for reviewing children's progress towards outcomes?

-Attainment towards outcomes will be shared with parents during our 2 Parents' Evenings and a written report at the end of the school year.

-In addition to this, we have 3 SEN review meetings with parents a year.

-For children with Inclusion Panel funding or an EHC plan, these will be formally reviewed annually, in which an evaluation of provision and successes can be completed, along with setting further targets.

-For children with an Individualised Education Programme (IEP), targets and next steps may be reviewed more frequently based on areas of need identified using our Provision Mapper programme.

-Parents/Carers can effectively communicate often with teaching staff through the Seesaw app. Evidence of targets and progress can be shared on the child's account.

-Reports from outside agencies will be sent out to parents, either through the agency themselves or by a copy being given from school.

-Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, SENDCo at any time through the year if they have concerns or have information they would like to share.

How is progress measured in school?

- Your child's progress is continually measured by their class teacher
- Teachers will assess whether children have met their lesson target on a daily basis
- Renaissance assessments along with writing assessments are conducted 3 times per year.
- At the end of KS2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a government requirement and the results are published nationally. If a child is working significantly below age related expectations, a teacher assessment is submitted to the government.
- Pupils in Year 1 are required to take a Phonics Screening.
- Pupils in Year 4 are required to take a Multiplications Times tables Check.
- Assessment data from specific interventions such as Anxiety/Anger Gremlin and Lego Therapy are also used to measure progress.
- Learning Walks, Book Scrutinies and Curriculum Impact reviews are carried out by teacher, subject leaders, SLT and School Champions.
- Multiagency meetings are logged on CPOMS and can be referred to see progress.
- CPOMS is used to log behavioural incidents and where there is a decline in the number of incidents logged we are able to see improvements.

Recording SEN information

- Records stored securely in the main office and on **CPOMS**
- Once identified, children are added to the **SEND Register**
- All children on the register have **Individual Learning Plans (ILPs)** created using **Provision Mapping Software**
- This allows the **SENDCO** to monitor provision quality and impact
- Medical lists updated regularly
- Intervention logs maintained by class teachers
- Names may be added or removed in consultation with parents and agencies

How is extra support allocated to children?

The school receives funding to respond to the needs of pupils with SEND from a number of sources. The school budget received from Derbyshire Local Authority includes money for supporting children with SEND. Different children will require different levels of support in order to help them make progress and achieve their potential. The Headteacher will decide on the deployment of resources and staff for children with SEND on the basis of needs in the school and children.

Who are the people providing services to children with SEND in Hodthorpe Primary?

- **Teachers** plan differentiated sessions

- **TAs** support small groups and SEMH interventions
- **Pastoral Team:** Mrs Fretwell-Evans and Mrs Bodell manage Early Help and family support
- **Multi-agency services:** Inclusion Support Services, Educational Psychologist, SALT, Early Help Team
- **Health providers:** School Health, OT, PT, CAMHS, Clinical Psychology, Paediatricians
- We work in **close partnership with parents and carers**, recognising that **strong communication** is essential for successful SEN provision

Multi Agency Teams

- Inclusion Support Services
- Educational Psychologist
- Speech and Language Therapy (SALT)
- Early help team

Health Provision

- School health
- Occupational therapy
- Physiotherapy
- CAMHS
- Clinical Psychology
- Paediatricians

How accessible is the school environment?

- The school grounds are fully accessible, doors are wide enough for wheelchair access and there are ramps available outside classrooms which allow access to all parts of the school grounds.
- The school site contains a disabled toilet with wet room.
- Extra-Curricular activities are accessible for children with SEND.
- We work with specialist experts to complete risk assessments for children with physical disabilities.
- We ensure, wherever possible, that all equipment used in school is accessible to all children regardless of their need.

How will we support your child when they are leaving this school or moving to a new class?

- We recognise that transition can be difficult for children with SEND and we take additional steps to ensure that any transition is as smooth as possible.

If your child is moving to a new school:

- All records kept for your child will be passed onto their new school.
- If your child is joining us from another school, or leaving Hodthorpe Primary to start a new school, the SENDCo will liaise with the school in order to create a transition plan. This may involve a member of staff from Hodthorpe visiting your child in their current placement, (or a member of staff from their new school visiting your child at Hodthorpe), and should involve at least one visit by your child to Hodthorpe (or their new placement). The SENDCo will also attend Annual Review meetings in the year before transition, where

possible. During the Summer term a transition day takes place across the school. Children may be supported in creating a 'passport' to support them in understanding moving to a new class or school. Additional visits can be made during different parts of the school day – e.g. playtimes / lunchtimes. We will inform outside agencies of children's transitions. Transition meetings will take place where necessary.

When moving classes in school:

- All transition notes will be passed onto your child's new teacher.
- Your child's new teacher will be invited to meetings prior to them being in their new class.

Year 6 transition:

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's new secondary school.
- Secondary schools will usually put on extra transition days for those children with SEND. Often, teachers from your child's new school will also visit Hodthorpe for transition meetings.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the head teacher or SENDCo, who will be able to advise on formal procedures for complaints. A copy of the complaints policy can also be found on the school's website.