



Hindhayes

INFANT SCHOOL

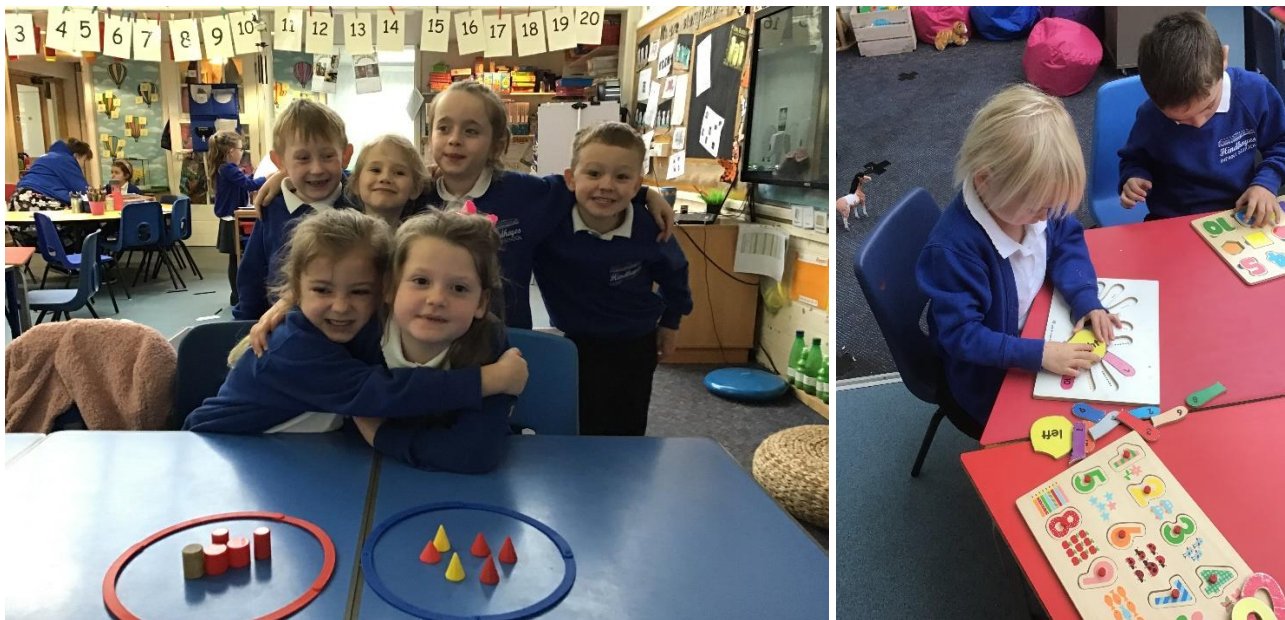
SEND School Information Report 2021-22

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(Questions taken from 6.79 p. 106 of the Code of Practice 2014)

1. What types of SEND do we provide for in our setting?

Hindhayes Infants is a large infant school. The school is located in Street in the North of Somerset and works under the guidance of the local authority and the governing body. Children begin their journey with us at the age of four in Reception and transition to a Junior School setting when they are seven years old at the end of Year 2. We are passionate in our belief that our fully inclusive curriculum ensures the best possible progress for all of our pupils from their individual starting points. Within our setting, we can and do cater for pupils who have a wide spectrum of need. This may include any of the following:

| | |
|--|--|
| Communication and Interaction: | Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. When working with the children we ask the question <i>'Is their language impacting their learning?'</i> |
| Autism Spectrum Condition (ASC) | Are likely to have particular difficulties with language, communication and imagination, which can impact on how they relate to others. |
| Cognition and learning: | We offer support for learning difficulties, which may be required when children need additional support to make good progress. The term learning difficulties covers a wide range of needs. Specific learning difficulties affect one or more aspects of learning. These can include a range of conditions such as dyslexia, dyscalculia and dyspraxia . Where there are combined needs, a child may have moderate learning difficulties (MLD). If a child has significant needs in this area they are considered to have a severe learning difficulty (SLD). A child may also have profound and multiple needs that affect many aspects of development (PMLD). When working with the children we may ask the question <i>'Is their learning impacting their language development?'</i> |
| Social, emotional and mental health difficulties (SEMH) | Children may experience a wide range of social and emotional difficulties. Some SEMH needs are long-lasting and others are specific to trauma or events in a child's life. Children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), attachment or behavioural difficulties. Through a relationship based approach we are happy to offer support to children with SEMH needs. |
| Sensory and/or physical needs | Some children have other physical, medical or sensory needs. Many children with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (SMSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) or medical needs require additional support and equipment to access the curriculum. |

2. How do we identify and assess pupils with SEN?

All teachers are aware of their responsibilities under the Code of Practice and the teaching standards to meet the needs of all the children that they are teaching. To be able to do this they complete ongoing assessments, which enable them to identify any child who may not be making the expected progress or struggling to reach the end of year group or key stage outcomes. If a teacher is concerned, they will implement the following steps:

Step 1: Class teacher closely monitors the progress made by the child

Step 2: Class teacher consults with the parent to see if there may be any relevant family history e.g. dyslexia, **a record of conversation form is completed**

Step 3: Teacher seeks advice as soon as they have concerns about any pupil from the year group leader, key stage leader, senior leadership team, school SENCO, intervention team, **a concern form is completed**

Step 4: Targeted activities are planned such as small group work or interventions to help the child and these are closely monitored, **a pupil passport is opened to monitor the impact of these targeted activities**

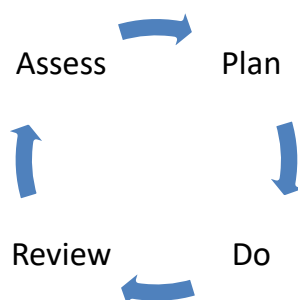
Step 5: After a review, if the child does not make good progress, a meeting will be arranged with parents/carers who will, together with school staff, agree which additional SEND support will be put in place, which may involve advice and/or assessment from an external specialist service, **an implications for learning sheet is completed**

Step 6: Children are identified as having SEND when they have a **significantly greater difficulty** in learning than the majority of children the same age. They may also have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).

Step 7: A **person centred** review is completed annually to compile the work completed in that school year by the school SENCo and shared with parents

Step 8: Information is shared at points of transition through a **next steps strengths and difficulties** e.g. when a child moves to another setting.

Underpinning ALL our provision in school is a **graduated approach** and robust cycles of assess, plan, do and review.



Children causing concern are held on the SEND intervention register. All those children who are currently in receipt of an intervention because of a concern brought by the class teacher, parent or an external professional working within or with our setting are listed. The progress of these pupils is monitored through pupil progress meetings, ongoing observations made by the class teacher and the intervention facilitator and also by the senior leadership team.

Universal Provision: Early Identification of need: All staff work closely with the children in the classrooms to ensure that they know the children very well. Identification may come from staff in school or through parental concern from within the home. Information from other settings also helps staff to ensure that they meet the needs of the children as quickly as possible. Early identification is essential if we are to individualise the learning of the child. All staff refer to and use the Provision Map to provide additional support for pupils through high quality differentiation.

Universal Provision: Catch Up or In Year Group Intervention: If a child continues to demonstrate difficulties, requiring support or interventions beyond the main classroom teaching their class teacher will begin to target their needs. Targets that are both achievable and measureable will be set for them through their intervention passport. These targets will then be reviewed and updated during the six week period of intervention. If required this intervention can be repeated. If the child continues to present with concerns and is finding learning significantly more difficult than their peers at the end of the second cycle they will be identified as having special educational needs. During this time interventions used might be e.g. TALK BOOST and TIME TO TALK. At this stage pupils should be tracked as those causing concern.

SEND Support: Out of Year Group Intervention: At this stage pupils may be receiving individual interventions in school through programs such as ILI. Individual targets will be set for the children and shared with the parents. At this stage pupils should be tracked as SEND/Special Needs Support.

SEND Support: EHA (Early Help Assessments): Hindhayes teachers are general classroom practitioners. As time goes on it may become evident that more specialist provision is required for a child. Staff are regularly required to seek

the aid of external professionals such as speech and language advisors. To do this, it is now necessary to complete a single, multi-agency form (the EHA) for all referrals. Parental permission is required at this stage. Pupils should be tracked as SEND/SNS.

EHCP (Educational Health Care Plans): For a small number of children we may need to apply for an EHCP. This is a process which must be completed over time as it requires evidence from parents, teachers, support staff, external professionals and our own SEND team. Again, parental permission is required. Pupils should be tracked as SEND/EHCP.

3. Who is our special education needs co-ordinator (SENCO) and how can they be contacted?

SENCO: Kate Nester

Telephone 01458 442978. Email ; knester@educ.somerset.gov.uk

4. What is the schools approach to teaching pupils with SEN? How do we adapt the curriculum & learning environment?

At Hindhayes infants, we recognise that our children have a wide variety of needs and aspirations for the future and we are committed to the inclusion of all our children in a broad and balanced curriculum. All children receive excellent classroom teaching and provision, based on individual need.

On a daily basis at Hindhayes Infants, this will look like:

- All our staff have the highest possible expectations for your child
- All teaching and learning provision is based on building on what your child already knows, enjoys, can do and understand
- Our curriculum and provision provides differentiation, adaptation and personalisation to ensure that all children are excited, engaged and involved in their learning
- Groupings, staffing and activities are fluid across all areas of learning with our staff adapting provision daily to ensure every child has the appropriate level of challenge and support
- A physical environment which is constantly reviewed and adapted to ensure it meets the needs of all learners through the regular updating of the school accessibility plan
- Excellent support, advice and programmes from a wide variety of professionals
- Specialist interventions and opportunities to access enhanced curriculum provision such as Thai Chi and Yoga
- A culture which celebrates and recognises all achievements and keeps the child at the heart of the process

In the first instance it is usually the class teachers or parents who may have the first concerns about a pupil's learning. All class teachers monitor and assess their pupils at least termly. When a teacher first has a concern about a pupil's progress, they will put in place some support e.g. group support or specific differentiation. If this doesn't help to narrow the gap or help them to catch up, they will then consult the inclusion team to assist with planning an intervention. At all stages of intervention, the staff at Hindhayes firmly believe that any difficulties should be picked up as soon as possible, before a child begins to struggle or lose self-esteem and provision is planned for using the Somerset Core standards to ensure good practice and the best possible outcomes for all pupils. Recently these core standards have been updated and the SENCO has attended training in April 2022 to ensure the school is up to date with the new content.

5. How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

Hindhayes Infants is a fully inclusive setting. Children learn through planned play and experiences alongside each other without the knowledge of who does or does not have special educational needs. All children regardless of

ability have access to the same opportunity e.g. in school visits and out of school trips. Risk assessments are undertaken to ensure when or where required additional resourcing is provided e.g. funding, time or adults. During periods of lockdown and school closure pupils with identified need are carefully considered when providing a robust program of home learning.

6. How do we consult with parents of pupils with SEN and involve them in their child's education?

The SENCO is committed to ensuring that parents are fully informed about the progress of their child. Staff understand the importance of open and honest conversations with parents. With this in mind, parents are informed verbally of a teachers concern through conversation. This conversation is recorded on a record of conversation form and targets are set between the parent and the teacher. These might include the teacher completing a concern form, the SEND team completing an assessment and the child then taking part in an intervention which could be delivered as part of a small group or individually. Staff continue to update parents verbally and then the SENCO will inform the parent in writing when a child is placed on the intervention register.

Through regular communication, we will share information, celebrate successes and set goals and targets. Class teachers will discuss a child's provision, any interventions they are accessing and the outcomes they are achieving. These provide opportunities for sharing any information about their wider needs and what they will need in their future provision, appropriate targets linked to academic outcomes and where appropriate their social, emotional needs can be discussed and support strategies put in place. All outcomes are noted and then shared with the school SENCo who will then monitor future progress.

While the children are supported and held on the register parents/carers are invited to two additional meetings. These meetings are scheduled so that parents can discuss the barriers and the intervention work that is being completed in school in more detail. All parents are invited to meet the SENCO at any time and those with an EHCP are consulted with through the annual SEND review meeting. There is a space to record parent comments if they are unable to attend and wish to. The school tries to run parent forums. In the past these have been offered so that parents can meet to discuss the changes to the SEND documentation e.g. the school SEND policy, accessibility report and core offer. Parents have also been offered the opportunity to come in and look at the resources that are used in school to support pupils benefitting from school interventions and a forum has been provided to parents with the chance to meet to discuss any concerns. The school also uses the parent view questions aimed at working with children with SEND.

We welcome parent voice and feedback at Hindhayes. We will only know if our practice is effective through consultation. On line questionnaires consult parents and carers on their experiences. Where required parents can request a paper copy of these questions through the school office or their class teacher. The results of these questions are then reported to the school stakeholders through the school website and SEF.

Parents and carers will also be consulted when completing:

- Early Help Assessments
- Special Needs Assessment Reviews
- Educational Health Care Plan Applications
- Termly Parent/Teacher consultation
- End of Year Person Centred Review

7. How do we consult pupils with SEN and involve them in their education?

All pupils who are placed on the SEN intervention register have a voice within our school. Their opinions on what they do well are asked and celebrated, and they are also asked what they would like to get better at. They are able to comment on how well they feel their outcomes have been met and how they might be better helped in the future. In the child's intervention passport there is a pupil voice page where these views can be collected and there is also an opportunity to record the child's voice when they have completed an intervention.

Pupils receiving top up funding also have a special needs review annually where their opinions are valued. With the support of an adult they can also consider their hopes and dreams for the future. Where children are working from now and next boards they are involved in the planning and selection of activities that they would like to have through the day as their next activities. During lesson observations senior teachers will focus on the provision for those children who have been supported through intervention. At this time they also collect the pupil's voice about how they have found the lesson, what would have made it easier for them and is there any more help that we can give them.

Through the annual collection of pupil voice we can see that over time the almost all of our SEND children feel well liked, safe in school, know who to ask for help, enjoy being outside at playtime and have friends.

| Question Asked | November 2018 (16) | | | November 2019 (31) | | | November 2020 (24 pupils) | | | | November 2021 (34 pupils) | | | |
|--|--------------------|-----|------------|--------------------|----|------------|---------------------------|----|------------|-----------|---------------------------|----|------------|-----------|
| | Yes | No | Don't Know | Yes | No | Don't Know | Yes | No | Don't Know | Sometimes | Yes | No | Don't Know | Sometimes |
| The adults at school like me | 88% | - | 12% | 94% | 3% | 3% | 92% | - | 4% | 4% | 88% | - | 12% | - |
| Adults help me with my learning | 82% | 18% | - | 94% | 4% | 2% | 92% | 4% | - | 4% | 82% | - | 3% | 15% |
| Adults help me enjoy school | 94% | 6% | - | 94% | 4% | 2% | 92% | - | - | 8% | 82% | 6% | 6% | 6% |
| I feel safe at school | 88% | 6% | 6% | 94% | 3% | 3% | 84% | 4% | - | 12% | 76% | 9% | - | 15% |
| If I have a problem, I know who to talk to | 88% | - | 12% | 100% | - | - | 96% | - | - | 4% | 97% | 3% | - | - |
| I have friends at school | 88% | 6% | 6% | 98% | 2% | - | 100% | - | - | - | 100% | - | - | - |
| I enjoy being outside at playtime. | 100% | - | - | 98% | 2% | - | 100% | - | - | - | 97% | - | - | 3% |
| When I do well adults are happy with me | 100% | - | - | 100% | - | - | 92% | 8% | - | - | 97% | - | - | 3% |

Over time it does look like the percentage of children who have not agreed with the first two statements is decreasing, however it is the percentage of children who don't know if they are liked which has changed rather than the percentage that has said 'no'. The information that is gathered from pupils is always then shared with the appropriate class teachers so that they can address any concerns directly with these children.

In 2018, comments included:

The three children who said that adults don't help them with their learning had said that was because they could or needed to do it by themselves.

The child who said that they did not have friends said that this was because they wanted to be on their own.

The child who said they didn't feel safe expanded to say that this was because sometimes they got hurt.

In 2019, comments included:

One of the two children who said that adults don't help them with their learning had said that was because they could or needed to do it by themselves and the other said they only asked for help if they were hurt.

One child who said they didn't feel safe expanded to say that this was because sometimes they thought children wanted to fight with him.

In 2020, comments included:

One child had said that they had no help because they didn't need it.

8. How do we assess and review pupil's progress towards their outcomes? What is recent SEND data telling us about the attainment and progress of SEND pupils?

SEND Data is used to ensure that the progress of SEN pupils is at least in line with their peers e.g. nine steps of progress across the three years that they attend Hindhayes. SLT track progress of all pupil groups and those identified as having barriers so that this information can be used to formulate action and development plans, purchase resourcing and arrange training needs. Due to the school being an infant school, it is difficult to create e.g. a five-year long-term development plan. Identified actions are presented through the SEND action plan and where relevant the school development plans.

Actions are also identified through the breakdown of the needs of the children on the SEND register for that year.

Data over the last five years shows that:

| Percentage of pupils with School Needs Support who reached ARE at the end of Year 2 | | | | | | |
|---|------------------|------------------|------------------|------------------|-------------|-----------------|
| Pupils Identified as School Needs Support | | | | | | |
| | 2016 (15 pupils) | 2017 (11 pupils) | 2018 (11 pupils) | 2019 (16 pupils) | 2020 | 2021 (23pupils) |
| Reading | 36.3 | 27% | 9% | 12.5% | COVID 19 | COVID 19 |
| Writing | 13.3 | 9% | 9% | 12.5% | | |
| Maths | 26.6 | 36% | 45% | 25% | | |
| Percentage of pupils with School Needs Support who made the expected 9 steps progress | | | | | | |
| Pupils Identified as School Needs Support | | | | | | |
| | 2016 (15 pupils) | 2017 (11 pupils) | 2018 (11 pupils) | 2019 (16 pupils) | 2020 | 2021 (23pupils) |
| Reading | 100% | 81% | 82% | 62% | COVID 19 | 74% |
| Writing | 100% | 63% | 100% | 75% | | 74% |
| Maths | 100% | 72% | 100% | 87% | | 83% |

In **2016** 5 pupils were not at Hindhayes in Reception and so the progress % for these children have been calculated based on 10 pupils and not 15.

In **2019** 1 pupil had been retained due to complex needs and was working at the level of pupils Reception.

To address the dip in the % of SEND children achieving 9 steps in Reading it was decided that the Literacy Lead (who is the DHT) would centralise the reading resources to ensure that reading books for those children who were struggling with the application of phonics within their reading had accurately matched reading books.

At the end of the **2020-21** school year we are delighted that COVID has not impacted on the progress of our SEND children and that the % of pupils who have made the expected progress have remained broadly in line with their peers. We also believe that the priority we gave to reading during our key worker provision, remote learning offer and when schools returned following on from the lockdowns has helped our most vulnerable learners.

What has been the impact of COVID 19: No data was collected in the summer of 2020 for us to be able to see if the amendments that we had made to reading had helped.

9. How do we support pupils preparing for adulthood?

At Hindhayes, the leadership team believes that it is our job to prepare all our pupils to flourish and feel that they truly are included within society. Through the commitment of the staff to provide an inclusive curriculum that meets the needs of pupils with SEND barriers, pupils at Hindhayes will begin their journey to achieving independent living within adulthood. Our school curriculum is built to ensure that solid foundations in all subject areas are laid. So that as adults, our local community will be strengthened by young people who are working towards

- Employment
- Good health
- Self-Care
- Community Inclusion
- Independent living
- Awareness of dangers
- Taking measured risks
- Choice, freedom and control over life

10. How do we support pupils with SEND to improve their emotional and social development?

The code of Practice 2014 states that children should be supported for four different pillars of need, one of these is social and emotional health. The EEF states *'all pupils have a right to effective teaching and full participation within the school community'*. This information is taken from the 2014 Children and family Act and the 2010 Equality Act.

Over the last eight years' strong leadership has proactively sought to embed an inclusive culture. Working towards providing a rigorous curriculum that is supported by a compassionate ethos and trauma informed research we are aware of the impact of trauma on our young children and know that trauma leaves us with varying levels of psychological and physiological development implications. Staff are provided with a wealth of training opportunities both internally and externally to help them better understand the challenging behaviours that this area of need can present us with when we are teaching the young children in our classrooms. This training has enabled staff to better empathise with children who are not learning ready and also enabled us to work hard to provide a nurturing and caring environment that promotes patience and redirection through connection. Whole school training ensures that messages are clear for all staff. Teachers and teaching assistants must be aware of how best to work with all pupils so that children are presented with consistency.

At Hindhayes this proactive, positive and supportive approach to behaviour benefits all our pupils. There is a clear correlation between those children who have another barrier to their learning also suffering with low levels of wellbeing e.g. feeling unhappy about the difficulties that they face when trying to complete their school or homework tasks. Effective teaching and learning requires positive relationships and interactions between pupils and teachers. Attachment theories and the wellbeing of our pupils is at the heart of the community that we have built. We know that relationships are key and that our pupils require compassionate teaching that shows kindness.

Emotional wellbeing is now at the heart of the ethos of our school curriculum. The children and staff are encouraged to use their up to date and increasing knowledge of recent research when working with individual children to adapt their planning and classroom approaches. Bespoke provision for individuals is organised through a flexible methodology enabling all pupils no matter what their emotional position to be successful.

These approaches include:

- Time, Flexible timetables, TEACH tray system, time limited tasks e.g. 30 minutes
- Safe places e.g. class tents, tee pees, work stations
- Visual aids such as visual timetables, now and next boards, communication in print

- Social stories, comic strips
- Sensory resources e.g. fiddle cushions, chewellery, fidget cushions, wedges, body socks
- Additional adults for 1:1 support for identified pupils with e.g. EHCP/high needs funding
- Small group support e.g. Time to Talk to develop social skills
- Learning mentor, ELSA and PFSA support in our Time in/Time out tree house to further develop emotional literacy
- Forest School to support all areas of the curriculum but also the personal, social and emotional skills linked to building self-esteem and self-confidence
- Mindfulness, Thai Chi, yoga and meditation
- Circle times aimed at e.g. starving the anxiety gremlin
- Risky play policy/scrap store to support increased levels of resilience
- Keeping in mind e.g. I was thinking about you at the weekend, through the holidays, when I was.....
- Emotional coaching e.g. I was wondering if....., emotional barometers
- Solution circles e.g. to share good practice
- Relationships, a warm smile and a friendly greeting, caring and accepting interactions from all staff
- Listening to the voice of the child, acknowledging fear, loss, bereavement and dealing with it

11. What expertise and training do our staff have to support pupils with SEN?

The SENCO holds a Post Graduate Diploma in Special Educational Needs, an MA in Education, the National Professional Qualification for Headship, as well the Forest School Leadership qualification. All staff at the school are trained to support pupils with dyslexia. Several teaching assistants are trained to use the TALK BOOST intervention. Teachers and teaching assistants attend training courses held in county regularly. During 2020-21 Teachers and TAs attended further training aimed at helping them to support children across a breadth of need. As a staff we constantly revisit the importance of ACEs and have previously participated in training aimed at supporting children who are growing up in a home with or being parented by a carer who has been themselves impacted by adverse childhood experiences. One TA has completed the Trauma Informed training. A further TA has completed her ELSA training and so we now have two TAs in school who can deliver this emotional literacy program. The SENCO and SENCO TA have continued to attend local area SENCO briefings, which have focused on a range of topics. As in previous years, the training needs for the year are identified through pupil needs, teacher and TA performance management, outcomes of the SEND audit and local/national agendas. The SENCO has also completed a year of termly SID meetings with the attached learning support advisory teacher who at this time is Helen Berryman. Her reports and actions from these meetings are available for governors to monitor. There is a regular time within each staff meeting to use a solution circle approach to support our colleagues and share our own good practice and expertise.

12. How will we secure specialist expertise?

The senior leadership team constantly look for new and exciting ways to enhance their practice. Through the reading of relevant research published by e.g. OFSTED or writers within this field they bring specialist expertise to the team. The use of the findings from the Education Endowment Fund as well as participation in national and local projects have meant that just this year the school are retraining in supporting Mental Health. Local funding has also been acquired to enable the school to work within a flagship project towards becoming Somerset SCERTs champions, a new framework to help children with social communication barriers.

13. How will we secure equipment and facilities to support pupils with SEN?

The SEND budget is administered by the Head teacher/SENCO and Governors. Decisions about the budgets are decided annually, depending on current pupil needs. The SEND budget for this year has reduced from £32,591 in 2020-21 to £16,464 for SEND staffing and £500 for running costs. The Head teacher took on the role of SENCO to support the school with funding this role in 2017 when budget cuts were required. The school is effectively using the

SEND portal. This is a virtual space where all documentation is now held and through which applications need to be made when requesting assessment for an educational health care plan. Through the analysis of the SEND information a robust action plan is written. This will be consistently reviewed to ensure that it is up to date. A copy of this action plan is monitored by the SEND governor and school senior leadership team. This action plan is also linked to the school budget and teachers ongoing training needs.

14. How do we involve other organisations in meeting the needs of pupils with SEN supporting their families?

As Hindhayes is an infant school setting we advocate early intervention as there is a very short time for us to work with families and the other organisations that we feel might be able to help us to help the children in our school. When required to the school will go over and above to meet the needs of the whole family. The SENCo will complete the necessary referrals to gain assessments from

- The Occupational Health Service
- The Speech and Language Service
- The Autism and Communication Service
- The Educational Psychology Service
- The Parent Family Support Advisor
- The Children and Adolescent Mental Health Service (CAMHS)
- NHS providers e.g. The School Nurse or Community Paediatrician
- The Family Intervention Service

These may require the completion of an Early Help Assessment which will be completed in consultation with the family and any professional working with or in support of the child.

During 2020-21 the school continued to access support for our SEND children. The local authority has moved away from the audit format that schools were required to complete and for the first year last school year an attached advisory teacher completed three strategic improvement meetings (SIDS). Due to COVID working these were completed on line. These are an opportunity to reflect on the strengths and areas for development for the school in the area of special educational needs.

If the school wishes to acquire support from external professionals, for example an educational psychologist, speech and language therapist, occupational therapist etc. this must be done with parental permission through the completion of an Early Help Assessment. These professionals are then involved in completing observations, assessments and writing reports that provide the staff with clear next steps for the pupils concerned. It is possible to still access traded training through these providers at an additional cost.

The school also provides written reports for e.g. pupils attending medical and paediatrician appointments and will include information provided social services or early intervention workers such as PFSA and Family Intervention Service (FIS) workers.

15. How do we evaluate the effectiveness of our SEN provision?

At Hindhayes Infants, we have built a culture of self-reflection and ongoing review. Driven by recent research we ensure that all practice is up to date and in line with current thinking. We have considered the effectiveness of our SEND provision in line with the consultation provided by the Education Endowment Fund SEND publication, produced in 2021.

In the short term:

- Teachers monitor the impact of their daily practice

- Teachers ensure the inclusivity of the classroom environment
- Class teachers and the SENCO will use diagnostic assessments to provide a clear starting point for children

In the medium term:

- The school SENCo and Intervention team monitor the progress of children through interventions e.g. Talk Boost, ILI and Time to Talk
- Subject specialists will review the planned implementation for their curriculum area e.g. Geography, History
- Subject specialists will monitor the children working in the bottom 20% of their subject area so that they can make any required alterations to planning
- Intervention meetings are held on a termly basis to monitor and track the impact of interventions
- Where required small step targets are set for pupils to work towards. These are shared with parents/carers.

In the long term:

- The SEND report for the governing body will record the data trends over time
- Termly pupil progress meetings focus on looking at the progress of children who are causing teachers concerns
- SLT evaluate the number of steps made from the beginning of Reception to the end of Year 2
- Parents receive a written end of year report containing a statement relating to the effectiveness of any additional interventions provided

16. How do we handle complaints from parents of children with SEN about provisions made at the school?

If you do have concerns for your child, please contact the class teacher.

In the event of any disagreements the usual complaints procedure should be followed. This is accessible to all families through the school website. Complaints are taken very seriously and investigated fully. Over the last four years there have been three complaints made.

| Academic Year | Number of Complaints Made |
|---------------------------------|---------------------------|
| 2017-18 | 1 |
| 2018-19 | 1 |
| 2019-20 | 1 |
| 2020-21 | 0 |
| | |
| Total Number of Complaints Made | 3 |

17. Who can young people and parents contact if they have concerns?

The staff at Hindhayes strive to work hard to build positive relationships with the families that they support. Due to the age of our pupils, we feel that it would be more likely that, a parent would have a concern rather than a pupil. If a parent or carer has a concern, we actively encourage them to speak to their class teacher to ensure that this can be fully explored by the school. Parents are also welcome to contact the SENCo/Head teacher directly through the school office. If a parent wishes to make a formal complaint, they may contact a school governor or follow the school complaints procedures outlined on the school website.


We hope that through early intervention we can seek to resolve parental concerns as soon as possible.

Parents can access further support from Somerset Parent Partnership Service who will provide impartial advice, information and support to parents and carers in relation to any SEND issue.

Further details can be found at www.somersetsend.org.uk

18. What support service are available to parents?

Within Somerset there is a wealth of support and opportunity available to families and young people with SEND.


**SOMERSET**
County Council

Search e.g Blue badge

Home > Education and families > Special Educational Needs and Disabilities (SEND)

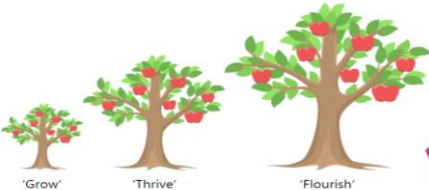
Special Educational Needs and Disabilities (SEND)

Our responsibilities for children and young people with SEND aged 0 to 25

**Somerset SENDIAS**
Special Educational Needs and Disability Information, Advice and Support

Somerset's Graduated Response Tool

Ordinarily Available Provision for Children and Young People with Special Educational Needs



'Grow' 'Thrive' 'Flourish'

The right support in the right place at the right time

Somerset Core Standards for SEND

These education standards describe what all Somerset schools, settings and colleges can do for children and young people with special educational needs and/or disability (SEND).



Somerset Inclusion Statement
All children and young people in Somerset have the right to an inclusive education where they feel they belong. An inclusive education encourages all children and young people to be the best they can be, whilst making learning enjoyable and fulfilling, socially, emotionally and academically.

SEND is everyone's business
- All teachers are teachers of all children/young people
- The right support in the right place at the right time

Go to www.somersetchoices.org.uk and search for 'Core Standards' or 'What to expect from education'

19. Where can the Local Authority's Local Offer be found? How have we contributed to it?

Somerset's local offer' details all Somerset can offer pupils and parents of children with special educational needs. Somerset's local offer can be found at: <https://somerset.local-offer.org>

SOMERSET'S Local Offer
For ages 0 to 25

SOMERSET'S Local Offer
For ages 0 to 25

Coronavirus (COVID-19)
For information and advice, read our pages on [coronavirus](#) including information on affected services

SEND News

Event

Alternative Provision

Autism and ADHD Pathway

Education, Health and Care Plans (EHCP)
The process of support for children and young people who have special educational needs and disabilities

Funding system

Further education

School transport

Special Educational Needs and Disabilities provision

Special Provision Capital Fund – Somerset's Plan

What to expect from education