



Special Educational Needs & Disabilities policy



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Signed: Louise Melia

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Chair of Governors

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Hindhayes Infant School Special Educational Needs & Disabilities Policy

Hindhayes Infants School is a large infant setting. Set in the heart of the Street community it has provided education for four to seven year olds from local families for over ninety years. Supported well by parents, it has a thriving governing body. With a large number of young children, we also work closely with feeder nurseries, playgroups and pre-school providers to ensure that all our pupils are well supported when they start their school journey.

EDUCATIONAL INCLUSION

In our school, we endeavour to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of all barriers to learning and participation. We want all our children to feel that they are valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences;

Hindhayes strives to develop teachers' knowledge, in the past it has gained Dyslexia Friendly, it has been a SCERTS champion school since 2022 and in 2024-25 a relational school offering support in the development of a relational approach. We continue strive to follow high quality practise to ensure the best provision for pupils with specific learning difficulties.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varies experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress and to take part in learning;
- following the assess-plan-view-review model as recommended in the 2014 Code of Practice.

WHO IS THE SCHOOL SENCO?

Our SENCO, Mrs Kate Nester is also the Head Teacher. She holds a Bachelor of Education and a Post Graduate Diploma in Special Educational Needs as well as an MA in Education and the NPQ's in Headship and Executive Leadership, as well as Forest School qualifications. She has worked at Hindhayes since 2013 and in education since 1994. Working locally with Somerset families, nationally in London and Oxfordshire and internationally with families living overseas. Parents are welcome to contact her at any time during the school day.

1. INTRODUCTION

This document was created in line with the recommendations published through NASEN (National Association of Special Educational Needs) and the EEF (Education Endowment Fund) by the school's SENCO with the SEND Governor and in liaison with the senior leadership team, all staff and parents of pupils with SEND. It should be read in conjunction with the following related policies and guidelines:

- Somerset Core Standards 2022
- Special Educational Needs Code of Practice 0-25 2015
- Equality Act 2010: advice for schools DfE Feb 2013
- LA Policy and Guidelines
- Schools SEND information Report
- Statutory Guidance on Supporting pupils at school with medical conditions
- The National Curriculum in England KS1 Framework document
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- SEND curriculum statements of intent (appendix 1-5)

2. AIMS

At Hindhayes Infant School, we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. Every teacher is a teacher of every child including those with SEND.

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential.

- A child with special educational needs or disability has their educational needs met
- The views of the child are sought and taken into account
- Parents support their child's education
- Children with special educational needs or a disability are offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and National Curriculum

Close regard is paid to the three key principles of inclusive education:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Equal Opportunities

The staff of Hindhayes Infant School believe that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender, nationality or culture.

Objectives:

- Identify need as early as possible and provide a graduated response
- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs and disabilities
- View our special needs provision as an ongoing, developing process
- Provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage
- Incorporate special educational needs procedures including a pupil's individualised targets into curriculum planning
- Develop an effective partnership between school, parents and outside agencies
- Encourage children and parents/carers to participate in decision-making about provision
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- Ensure all those involved with children with special educational needs and disabilities work as a team to support the child's learning
- Track and monitor provision and procedures which have been put into place to ensure children with SEND make at least expected progress from their starting points as they move through the school

3. WHAT IS THE DEFINITION OF SEND WITHIN OUR SCHOOL?

A child has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. (SEND Code of Practice 2014)

The Code of Practice refers to **4 broad categories** of need which give an overview of the range of needs which school should provide for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. These are outlined below.

Communication and Interaction Difficulties

Children may have a speech and language delay, impairments or disorders, specific learning differences e.g., dyspraxia, or autism condition.

Cognition and Learning Difficulties

Children may demonstrate features of moderate, severe or profound learning difficulties, specific literacy or maths difficulties such as dyslexia or dyscalculia.

Social, Emotional and Mental Health

Children may present with very challenging behaviours as a result of their social and emotional wellbeing. They could become withdrawn or isolated, disruptive, hyperactive or present with a lack of concentration. These behaviours will indicate an underlying area of need and will be addressed through a planned nurture program.

Sensory and/or Physical Needs

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's medical or intervention Registers or maybe both.

Learning may also be impacted by other external factors and these should also be reflected when considering why a pupil is not making the expected progress. These factors might be

- Attendance and punctuality
- Health and Welfare
- English as an additional Language
- Being in receipt of Pupil Premium Grant
- Being a looked after child
- Being the child of a parent in the services
- Impact of the home environment and early trauma e.g., a family's ACE score

4. WHAT ARE THE ROLES AND RESPONSIBILITIES OF OUR SCHOOL COMMUNITY?

What is the role of the Governing Body?

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs and disabilities. The Governing Body then delegates the responsibility for implementing policies and guidelines to the Head Teacher e.g., establishing the appropriate staffing, funding arrangements, and maintaining a general overview of the school's work. The Governor who oversees SEND is listed with their contact details on the front page of the policy.

The Governing Body, having regard to the Code of Practice:

- Ensure appropriate provision is made for any child with SEND
- Ensure all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEND provision
- Ensure discussions with parents regarding SEND matters at relevant meetings

- Ensure that pupils with SEND are fully involved with school activities
- Ensure they are involved in developing and reviewing SEND Policy
- Attend up to date training
- Monitor progress within this area of the school

What is the role of the Senior Leadership team and the Head Teacher?

With the dual role of Head Teacher and SENCO, the SENCO is part of the senior leadership team. Responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs, the Head Teacher ensures that the Governing Body are informed of all developments with regard to SEND. The Deputy Head and Key Stage One Leader, the other members of the senior leadership team, the EYFS lead teacher also monitor the progress and provision of the SEND pupils.

In every instance, when a parent seeks a place for a child at Hindhayes Infant School, the Head Teacher:

- Ascertains whether or not the child is the subject of an Education, Health and Care plan (parents are to record this information on the school's admission form)
- Informs the LA that an approach for admission has been made.

The school requests any previous school records including National Curriculum Assessments; Child Protection file (where appropriate), and details of any SEND including pupil profiles and the most recent information when a child is transferring from another school.

What is the role of the SENCO?

The SENCO's role includes:

- Interpreting legal requirements for staff, parents and governors
- Collecting the voice of all the school's stakeholders e.g., pupils, parents, staff and governors
- Co-ordinating and evaluating provision, including interventions, for children with SEND
- Monitoring the progress of children with SEND alongside the class teacher
- Liaising with health visitors, school nurses and other health professionals
- Monitoring and evaluating the quality of provision and maintain the intervention register
- Make alternative arrangements for pupils highlighted as being unable to take part in formal assessment
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Organising and delivering INSET or professional development activities in order to meet the needs of staff
- Liaising with external agencies including the local authority advisory team, educational psychology services, health and social services and voluntary bodies
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated
- Overseeing the implementation of intervention passports, the setting of individualised targets and the review process for all pupils on SEND Support or who have an EHCP
- Support pupils through and during the points of transition e.g., class to class and school to school and through School Entry Meetings for children starting in Reception

What is the role of the Teachers?

They will:

- Provide quality first teaching for all class members
- Be responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff
- Monitor carefully the progress of all pupils, providing interventions and adjustments where necessary
- Raise concerns about a child who have accessed good quality personalised teaching but are not making adequate progress, to the child, parents and SENCO
- Work with the SENCO to decide the action required to assist the pupil to make progress, using the cycle, assess-plan-do-review every term.
- Work with the SENCO to collect all available information on the pupil
- Develop and review the individual targets set within the Intervention Passports for pupils who are put on the Intervention Register
- Develop effective relationships with parents
- Work alongside support services, following advice and programme suggestions to support pupils on SEND Support or with EHCPs
- Encourage pupils to participate in decision-making
- Be involved in the development and review of the school's SEND policy
- Continuously assess pupil progress and identify the next steps to learning
- Keep parents informed of pupil progress
- Work with the SENCO to identify their own training needs around SEND

What is the role of the support staff?

They will:

- Ensure that day to day provision is in place for the pupils they support
- Implement agreed strategies and programmes, and advice from any external professionals
- Help teachers to maintain any SEND record keeping e.g., individual intervention passports
- Collect any supportive resourcing required for the group they are working with in the class
- Maintaining any specialist equipment e.g., sound field systems for children with hearing loss
- Ensure regular communication with the class teacher and the SENCO to provide updates on pupil progress or any concerns raised
- Attend relevant professional development training and identify areas for development through the performance management cycle

What is the role of the pupils?

The school actively encourages the involvement of children in their education. Working solely with infants, we strive to ensure that the systems we develop to involve them are age appropriate. From the beginning of their journey within our school, we seek their voice on:

- their strengths and difficulties,
- the things that they enjoy and don't enjoy
- what they would like to be better at
- how their teachers can help them
- if they need additional resources in their classrooms
- if they feel an intervention is helping them and how an intervention has helped them to be better
- recorded information on differentiated, age-appropriate pupil voice sheets is collected and compiled within intervention records

What is the role of the Parent/Carer?

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. Staff are happy to meet with parents at any time to discuss any concerns that they may have. In addition to this offer we will

- Notify the parents verbally through the class teacher as soon as any SEND concerns are noted. A record of this conversation is recorded on the record of conversation concern form. A copy of the form is given to the parent, the SENCo and a record is also kept by the class teacher
- Involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met. The targets or actions are agreed on the record of conversation form
- Share the individualised target to show how the parents can support the child's learning
- Invite the parent/carer to discuss the termly targets
- Encourage the parent/carer to be actively involved in working with their child to achieve the targets set and arrange meetings with the SENCO to suggest approaches and techniques to use
- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEND provision
- Direct parents to suitable support networks including SENDIAS (Special Educational Needs and Disability information, Advice and Support). The service is free, independent and impartial and can be accessed via www.somersetsend.org.uk
- Encourage parents to be involved in our offer and in contributing to improving our SEND provision by attending e.g., parent forums. Our school SEND offer can be found via: <http://www.hindhayes.co.uk/page/?title=SEN&pid=106>

5. PROCEDURES

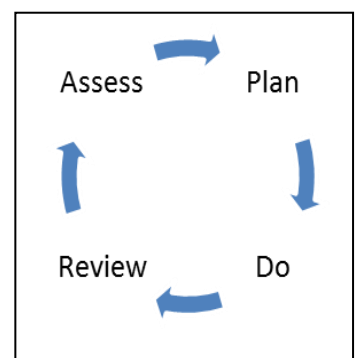
The Graduated Approach

The SEN Code of Practice (2014) sets out a graduated response to meeting children's special educational needs. If a child, despite good quality teaching in class with differentiated support, struggles to make expected progress, a period of assessment by the class teacher with SENCO support should be undertaken.

As part of our normal teaching arrangements, all pupils will access some interventions to help them catch-up if the progress monitoring indicates that this is necessary this will not imply that the pupil has a special educational need. If following normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments, which will help us to understand these needs better.

Underpinning ALL our provision in school is the **graduated approach** cycle of:

Assess: Assessments commonly used to ascertain pupil's areas of difficulty include tests of receptive language, phonological abilities, sight word recognition, reading comprehension, spelling etc. If these assessments lead the class teacher and SENCO to the conclusion that a more personalised intervention would benefit the child then, in consultation with the parents, his/her name will be put on the intervention or SEND register and their progress will be monitored more closely.



Plan: A child on the SEND register or in receipt of an EHCP will have at least a termly review of their progress. This will involve monitoring their individualised targets and intervention passport. The pupil will contribute their voice to help the teacher set appropriate targets. Parents will receive copies of targets and suggestions of how they can support these.

Some pupils may arrive in school already in receipt of a plan or EHCP, and these will be reviewed during the first term and the cycle will continue.

Pupils with SEND needs who are known before school entry to reception class will have a school entry plan meeting and follow up school entry plan review meeting to support their transition into school.

Do: The class teacher/intervention facilitator should provide interventions, often small group or 1:1, that are additional to or different from those provided as part of the settings usual curriculum offer and strategies. Within the SEND support list there may be a few children who access additional intervention through "high needs" funding. This may be allocated through the school's devolved SEND budget or in a few very high needs cases, the school may apply for additional extra "top-up" funding. This funding can be spent on extra personnel who will support the child to achieve their targets, alongside the class teacher.

Review: Intervention passports are reviewed at designated points during the school year. The passports include:

- The child's opinions on what he/she does well and would like to get better at
- Copies of APDR documents
- Copies of relevant reports from professionals
- Identified strategies that will help support the individual pupils
- Evidence of pupil voice

If at review, new targets are appropriate to achieve a narrowing of the learning gap, then another APDR will be written. Some pupils may benefit by being referred to the support services, OT, Speech and Language therapist or educational psychology service who may work with school to help assess and plan provision for a child. The school greatly values this support. The SENCO in close liaison with parents and class teachers refers and monitors the involvement of outside professionals.

The intervention register has all those children listed who are currently in receipt of an intervention as a result of a concern brought by the class teacher, parent or an external professional working within or with our setting. The progress of these pupils is monitored through pupil progress meetings, ongoing observations made by the class teacher and intervention facilitator and through at least termly intervention monitoring 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 class teachers monitor and complete ongoing assessments of their pupils. When a teacher first has a concern about a pupil's progress, they will put in place some support. All staff refer to and use the School Provision Map to provide additional support for pupils through high quality differentiation. e.g., group support. If this does not help to narrow the gap, they will then consult the inclusion team to assist with planning an intervention and meet with parents/carers to ensure they are fully informed.

Additional Support: 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 measurable will be set for them through their intervention passport. These targets will then be reviewed and updated during the six week period of intervention. During this time, interventions used might be e.g., TALK BOOST and TIME TO TALK. At this stage, pupils are tracked as those causing concern. 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 may be identified as working at special needs support.

Special Needs Support: 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. 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 parents at this stage pupils should be tracked as special needs support.

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

At all waves 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 with self-esteem. Pupils on EHCP plans or High Needs Funding will also have annual reviews. These will be organised and overseen by the SENCO.

Criteria for exiting the SEN Register

If a pupil has successfully achieved the majority of their targets, narrowed their reading age gap, narrowed their curriculum gap, or no longer requires support to be able to successfully access the demands of the class room, they will be reviewed and the class teacher, child, and SENCO will decide to remove them from the register. At pupil progress meetings, parents will be informed and have an opportunity to discuss the decision with school.

Education of Pupils with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may have a physical difference and where this is the case the school will comply with its duties under the equality Act 2010

Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) is followed.

6. WHAT PROVISION IS MADE FOR SEND TRAINING & RESOURCING?

The Special Educational Needs Policy and Guidelines are subject to regular whole school review and evaluation. The SENCO and designated governor discuss and review SEND issues regularly. The SENCO (Head Teacher or representative) attends relevant courses and ensures all staff are familiar with developments in SEND. All staff must notify the SENCO if they need further training in school procedures or support for children. Training for both teaching and non-teaching staff is provided as necessary and the SENCO ensures all staff are aware of training available within the LA Continuing Professional Development Programme as well as from outside agencies. Priorities for training with regard to SEND will be specified within the School Improvement Plan. Governors have access to SEND training.

The school has a very well-resourced intervention room where small group or individual support can occur. A yearly budget is allocated to fund resources and training which is overseen by the SENCO.

The SENCO has completed the Somerset SEND audit tool in 2018-19, 2019-20 and again in 2020-21. The audits were worked through with governors and the teaching team. This tool combined with an annual SID review with an SEND Local Authority advisory teacher also provides the school with some clear ideas for strategic SEND improvement.

7. HOW DO WE ENSURE ACCESS FOR ALL?

The DDA (Disability Discrimination Act) as amended by the SEN and Disability Act in 2001, placed a duty on all schools and Local Education Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with these requirements the school produces an accessibility plan. Bespoke to the individual setting and pupils in our school this plan is devised in consultation. Current targets prompt senior staff to allocate appropriate funding and resourcing is acquired to ensure that all pupils are able to access and participate in the teaching and learning, the wider curriculum, and the physical environment. These targets can be located in the schools most recent accessibility plan. Throughout the setting consideration is also given to any alteration that might need to be made to e.g., written information provided for parents, pupils and staff as well as any aids that will support teachers and pupils.

Amendments to the environment and whole school practice will be made when and where necessary through e.g., the inclusion of wheelchair friendly ramps for a pupil requiring adapted access to their classroom.

The schools fire and evacuation policy lay down basic procedures for the safe efficient evacuation from the school buildings. These procedures could be adapted to meet the specific needs of an individual. Such procedures are designed in partnership with the learner, their parent/carer and any other professionals as necessary. This information then forms the basis of an evacuation plan recorded in a PEEP. These are reviewed on an annual basis. The current evacuation assembly point is on the school field.

8. HOW DO WE MONITOR AND EVALUATE OUR POLICIES AND GUIDELINES RELATING TO SEND PUPILS?

The quality and provision we offer all pupils is monitored by the senior leadership team through in class observations, sampling of views of parents and pupils, observations of all staff and thorough monitoring of pupil progress through termly pupil progress meetings.

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEND policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations
- Measurable progress made by individual children
- Monitoring reports on classroom observations prepared by Head Teacher and SLT
- Collation of children's and parent's/carer's comments following review meetings.

9. HOW DO WE STORE AND MANAGE INFORMATION RELATING TO SEND PUPILS?

All documentation relating to pupils with SEND is stored in line with the schools policies on the management of information. The school is compliant with the General Data Protection Rulings that became statutory in May 2018. Parents can be reassured that these guidelines are closely followed and welcome challenge should they feel that they have been breached in anyway.

Teachers hold intervention passports in the classroom and the SENCO team hold information from e.g. external professionals within individual files in the inclusion room. Information may also be stored electronically.

10. HOW DO WE MANAGE BULLYING WITHIN OUR SETTING?

Links are also made with the school's behaviour policies. Parents can be reassured that the school makes every effort to safeguard the needs of pupils with SEND, promote independence and build resilience in their child's learning. The school also takes steps to

- Ensure and mitigate the risk of bullying of vulnerable learners
- Provide parents with information on how to address the needs of their children when e.g., using and understanding social media
- Create an environment within which pupils show empathy to and for their peers
- Provide opportunities for pupils to learn about and appreciate what makes us different from each other

11. WHO DO WE WORK OUTSIDE OF OUR SETTING?

The school actively seeks to work with other professionals outside of our own school setting. We work within the Street and Glastonbury Community Learning Partnership and attend Mendip SEND forums so that we can access the tiered support now provided by education professionals such as the educational psychologist and learning support service. Firm links have also been built between our feeder schools so that children are well supported when they start through Preschool entry meetings or when they leave through intervention passport exit meetings. Early dialogue between advisory teams, class teachers, Early Years Area SENCO and the school SENCOs are prioritised to ensure transition is seamless and children settle quickly.

Where our ongoing observation and rigorous assessment leads to the identification of, and provision for, SEND the SENCO is responsible for liaising with a range of professionals linked to the SEND needs within our school e.g. the Speech and Language and Occupational Therapists.

12. WHAT SHOULD I DO IF I HAVE A COMPLAINT?

The school's complaints procedure is outlined on the school website. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request however, if a parent

or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to in the first instance the class teacher, following that the SENCo/Headteacher.

Curriculum Statement

Communication, Speech & Language

Hooked on Thinking

Working With and For Local Families



Intent – Hindhayes infants staff are driven by the desire to ensure that every young person has the very best chance to succeed. The 'Code of Practice 2014' states that children should be supported for four different pillars of need, one of these is communication, speech and language and one of the ten core life skills listed by UNICEF & UNESCO, communication is a basic human right. A wealth of research has been undertaken into the impact of unaddressed speech, language and communication(SLC) needs on children and young people. There is a recognised link to the increased risk of challenging behaviours and 'there is evidence that an inability to communicate effectively can put children and young people at risk of poorer outcomes in a number of respects.' (Bercow 2008, p.16). Bercow stressed that 'communication was crucial' (Bercow 2008, p.6). At the root of successful life outcomes, everything requires us to communicate. He concluded that to be able to survive in modern society without this precious commodity would be debilitating. Ten years on Jean Gross CBE, the former ICAN communication champion for children following the Bercow report, continues to cite her concerns and the devastating impact that can result if not enough is done to ensure that individual needs are appropriately addressed; 'Children's life chances are at stake here so we need to get it right' (Jean Gross 28/7/16 / CAN review). The Chief Executive of ICAN, Bob Reitemeier (2017) agrees that this is a life skill without which future generations will not be able to develop meaningful relationships, secure successful employment and shape significant careers leaving them unable to live independently or stand alone. In 2008 Bercow highlighted that an estimated 60% of the 7,000 children and young people who were under eighteen and passing through young offender institutes had difficulties with SLC. In 2012 Lord Ramsbotham confirmed that '...the boredom and frustration of children who cannot engage properly with their education can lead to truancy or exclusion.' (Parliamentary Review, 2013, p.3. Research conducted in 2009 by Law et al concluded that vocabulary difficulties at age five are significantly associated with poor literacy, mental health and employment outcomes at age 34. In 2010, Rowlstone and Lindsay recounted that the young people that they have questioned revealed that social acceptance can be difficult and so they are lonely and frightened as they feel they are at a greater risk of being bullied if they do not have the support of a strong friendship group. This continues to be an ongoing concern, with paper after paper debating and maintaining that this group of children are socially destitute and facing a disadvantaged life style (Talking Point 16/11/17). In their research Ripley and Yull (2005) stress that many children who have been excluded from school have experienced speech and language difficulties. They explain that a significant percentage of teenagers involved in criminal activity, in a young offenders institution or who were working with psychologists have underdeveloped expressive language skills and SCL need that had not been resolved. Unable to access the curriculum, form friendships and connect with society these barriers can often lead to frustration and a breakdown in behaviour. Similarly, professional experience leads us to confirm that all behaviours have a reason and agree that at times at the root of this behaviour will be an inability to articulate or express oneself clearly.

Implementation: EEF documentation states: 'ensuring all pupils achieve is everyone's responsibility, it is not solely the role of the SENCO
Developing Cultural Capital: At Hindhayes we use published materials to provide us with scaled scores e.g. BPSVs, British Picture Vocabulary Scores and Leuven engagement scale when they children enter Reception or when a child presents a member of staff with a concern. This enables us to build a picture of the children that we are working with.

Hindhayes staff work tirelessly to develop skilled communicators. We want to ensure that pupils are able to speak and communicate clearly so that the school curriculum is open to them. The staff are encouraged to use their up to date knowledge of recent research when following the guidance of external practitioners and working with individual children to adapt their planning and classroom approaches. These approaches include:

- Adapting the environment to meet the needs of children with communication difficulties e.g. providing visual timetables
- Following the plans provided by the Autism and Communication team to e.g. providing now and next boards, five step plans, comic strips, social stories
- Implementing the plans written by Speech and Language therapists to e.g. improve early speech and language patterns
- Use of external resources e.g. Black Sheep resources
- Providing fortnightly access to a well-established Forest School program where speech, language and communication skills are developed in a supportive, non-threatening classroom environment
- See also the school's offer for more detailed overview of each of these area

Impact

Through the commitment of the staff to provide a curriculum that is steeped in opportunities to develop vocabulary and communication skills 91% pupils achieved the expected level in the Communication strand of the EY framework indicating that, from the low starting point that they enter Hindhayes, children make good progress in this area.

Pupils who are identified as having low BPSVS scores make good progress through the support of the TALK BOOST intervention. This intervention was so successful it was decided to use it with children who were working in Year 1.

Pupils who are identified as being too low for TALK BOOST can now be supported through KLU (National early literacy intervention). Children make good progress through targeted speech and language plans provided by external speech and language therapists.

Curriculum Statement

Supporting Vulnerable Learners

Hooked on Thinking

Working With and For Local Families



SEMH
Social, Emotional and Mental Health

ज्ञानमयं शक्तिः सत्यं हि हिन्दयस्य
Hindhayes
INFANT SCHOOL

Intent – 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 has been taken from the 2014 Children and Family Act and the 2010 Equality Act. 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. Over the last seven 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 have been 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 over the last few years. We know that relationships are key and that our pupils require compassionate teaching that shows kindness to our children.

Implementation: EEF: Priority 1: Create a positive and supportive environment for all pupils without exception.

Developing emotionally literate and socially resilient pupils at Hindhayes: Assessments used: Boxall, Leuven scale of engagement, social and emotional checklists

Emotional wellbeing is 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, teepees, 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, chewlery, 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 PPSA 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. staving 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 amongst
- 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



Impact

Through the commitment of the staff to provide a trauma informed supportive curriculum the vast majority of the children at Hindhayes are calm and engaged.

Visitors comment on how polite the children are and parents feel that behaviour of the children is excellent.

Professionals such as Kate Lee, the head Educational Psychologist for Somerset has commented on how well the staff know the children who require Educational Health Care Plans.

Somerset advisory staff have used our in house documentation as examples of high quality practice.

Hindhayes SLT and PPSA work closely with class teachers and school staff.

Curriculum Statement

Supporting Learning and Cognition

Hooked on Thinking

Working With and For Local Families



Intent –The code of Practice 2014 states that children should be supported for four different pillars of need, one of these is cognition and learning. Cognition refers to the thinking skills and thought processes that a child has acquired through experience. Learning needs are on a continuum and can vary across subject situations. Children with learning needs may learn at a slower pace than their peers despite appropriate differentiation. Learning difficulties may be general or specific. They may also be short or long term. Specific learning difficulties will affect one area of learning such as dyslexia, dyscalculia and dyspraxia. A graduated approach needs to be used to work with the varying needs of all children. If a child's needs in this area become severe or complex they may be supported by an Educational Health Care plan. An assess, plan, do, review or APDR is a four-part cycle where actions are revisited, refined and revised building on a growing understanding of a learner's needs and the support needed to help them make good progress and secure good outcomes. If necessary and where appropriate, increasing levels of support are provided from a high quality first teaching for all children in the classroom, to small group and then individual support through the delivery of targeted interventions.

Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The work completed by the Education Endowment Fund highlights the significant attainment gap between children identified with SEND and their peers. This gap is twice as big as the gap between pupils eligible for free school meals and their peers. Those pupils who are identified as SEND are also twice as likely to be eligible for free school meals.

EEF Priority 3: Ensure all pupils have access to high quality teaching: good teaching for SEND pupils is good teaching for all pupils. Teachers should aim to develop a repertoire of teaching strategies that they can use flexibly in response to the needs of all pupils.

Implementation: Developing all round skilled learners at Hindhayes:

Supporting all learners is essential if all pupils are to be able to access the school curriculum. It is essential that teacher concerns are responded to quickly and that diagnostic testing provides robust assessment for teachers to be able to plan appropriate next steps.

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. These approaches include:

- Differentiated content of tasks
- Altered outcomes to enable pupils to achieve to 'their best'
- Flexible grouping and learning without limits to discourage pupil grouping and encourage all pupils having a go
- Resources to support working memory e.g. talking tins, story boards
- Supportive programs for teachers e.g. sounds write, talk 4 writing and white rose hub, NCETM that provide teachers with frameworks designed to scaffold learning and break down teaching into small steps
- Numicon and Number Sense resources for maths
- Differentiated resourcing e.g. adults, mathematical objects, text maps
- Solution circles e.g. to share good practice from within our team
- Attending pyramid meetings with other local SENCOs and advisory staff to seek the support through a professional consultation
- Explicit instruction
- The use of technology (Refer to the EEF document 'Using digital Technology to Improve Learning')
- Appropriate scaffolding
- Metacognitive strategies e.g. develop metacognitive talk in the classroom and teach children how to plan, monitor and evaluate their learning through e.g. graphic organiser. (Refer to the EEF document 'Metacognition and Self-Regulated Learning')
- High quality targeted interventions such as Individual Literacy Intervention which are closely monitored for impact and delivered by highly skilled professionals e.g. the Deputy Head teacher
- Delivery of in house training for staff on e.g. high quality teaching and supporting pupils with barriers within maths. (Autumn term 2020)

Developing Cultural Capital

Over the last three years just under 30% of the pupils who have been identified on the SEND register have been identified with a learning and cognition need.

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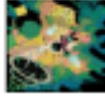
Somerset advisory staff have used our in house documentation as examples of high quality practice.

Curriculum Statement

Supporting Physical Development

Hooked on Thinking

Working With and For Local Families



Intent

The code of Practice 2014 states that children should be supported for four different pillars of need, one of these is physical impairment or disability e.g. visual, auditory or physical. It also includes those pupils believed to have or diagnosed with a sensory processing need. Sensory Processing Disorder or SPD (originally called Sensory Integration Dysfunction) is a neurological disorder in which the sensory information that the individual perceives results in abnormal responses. Sensory processing refers to the way the nervous system receives messages from the senses and turns them into responses. For those with Sensory Processing Disorder, sensory information goes into the brain but does not get organized into appropriate responses. Those with SPD perceive and/or respond to sensory information differently than most other people. Unlike people who have impaired sight or hearing, those with Sensory Processing Disorder do detect the sensory information; however, the sensory information gets "mixed up" in their brain and therefore the responses are inappropriate in the context in which they find themselves. A more formal definition is: SPD is a neurophysiologic condition in which sensory input either from the environment or from one's body is poorly detected, modulated, or interpreted and/or to which atypical responses are observed. Pioneering occupational therapist and psychologist A. Jean Ayres, Ph.D., likened SPD to a neurological "traffic jam" that prevents certain parts of the brain from receiving the information needed to interpret sensory information correctly.

JAM Priority 2: aim to build an ongoing holistic understanding of our pupils and their needs. Assessment in this area is ongoing and purposeful and will always seek input from parents/carers, where appropriate the pupil and when required any additional professionals from outside of the school team.

Implementation: Developing physically resilient learners at Hindhayes.

Supporting all learners is essential if all pupils are to be able to access the school curriculum. Classroom teachers and TAs know their children well. They monitor and raise concerns to the SEND team should they believe that a child requires further assessment. Sensory and OT checklists are then completed by parents and teachers to highlight differences in behaviours. This information is then presented within referrals to the occupational therapy team.

The children and staff are then encouraged to use their up to date and increasing knowledge of recent research when following the guidance of external practitioners and working with individual children to adapt their planning and classroom approaches. These approaches include:

Adapting environment to meet the needs of children with hearing impairments e.g. additional blinds to help with sound/noise levels to ensure clarity when pupils are trying to listen more closely

Altering the environment to meet the needs of children with visual impairments e.g. painting yellow lines on curbs, steps and stairs to make potential hazards more visible to the eye

Altering the environment to meet the need of children with physical disabilities e.g. installation of ramps, widening of doors

Following the plans written by occupational health workers to support the development of fine and gross motor skills e.g. funky fingers activities,

Following the plans written by occupational health workers to support the sensory needs of pupils by e.g. wedge cushions, fidget toys, chewlery, weighted cushions, body socks, physical breaks

Following the plans provided by occupational health workers to further develop the self-help/independence skills of the children by e.g. providing toileting plans, eating plates, grazing trays, bedtime plan

Developing Cultural Capital

Embedded within the schools monitoring systems, the school SENCO prepares an annual SEND information report for governors and the school staff in the Autumn term. In here is an overview of the last three years, showing how many pupils fall into each of the four areas of need. Over the last three years the % of pupils identified as having this area as their primary area of need has been a small number. In total 3% have been supported for physical/OT needs, 3% for hearing and 1% for sensory. No children have required support for a visual impairment. Although there has only been a small % identified staff have had to work with a number of children who have had sensory processing as a secondary need e.g. those identified as Autistic behaviours or those who present with SEMH. When you add these two groups of children into this group this is 34% of the children who have been supported which just over a third.

Those children who do not meet the standard are identified by the class teacher at the point of transition. If they require additional support in this when they move into Year 1 this time is found within the timetable.

Impact:

High quality differentiation is provided for pupils within Physical Impairment.

Occupational Therapists report that their observations of staff at Hindhayes are that they know their staff very well.

When class teachers are asked to complete e.g. sensory or physical checklists they can do so with confidence.

Over the last four years at the end of Reception almost 90% of pupils have achieved the requirements of the Physical strand in the EYFS.

Pupils core strength improves over the time that they are attending Hindhayes e.g. Reception teachers report that some pupils have difficulty sitting for extended periods of time when unsupported. This gap has been closed by the time they leave in Year 2.

Curriculum Statement

Preparing for adulthood outcomes

Hooked on Thinking

Working With and For Local Families



Intent: Through the commitment of the staff to provide an inclusive curriculum which 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 & control over life



Implementation: EEF: Priority 1: Promote high standard and the fulfilment of potential for all pupils

The needs of an individual pupil are influenced by the interactions of what happens in class every day. Through the use of supportive structures and SEND strategies such as **targeted teaching, well planned interventions, scaffolding, effective TA deployment and explicit instruction** our teachers will weave the needs of specific pupils into their high quality classroom teaching. Inclusive by design, the curriculum is able to support the needs of all our children and the staff coordinate with professionals and organisations from outside of the setting to ensure that the most skilled professionals work closely to champion the needs of all individuals.

Curriculum Opportunities: Visitors and visits within the local area are accessible to all pupils. Support plans are created to ensure the safety of those children who may have physical or challenging behavioural needs, which might require e.g. additional staffing. The Bishops Palace, Burnham-on -Sea, Clarks Shoe Museum, Haynes Motor Museum and a visit to the SS Great Britain are just a handful of the external visits that we plan. Forest School and Outdoor Play and Learning provide the children with access to well assessed risk. Climbing, digging, planting, building, transporting are just a few of the physical skills developed and children are encouraged to think about their own self-help skills when dressing appropriately for the session. The curriculum is also supported by a well-designed PSHE, Relationships and Citizenship program which ensures that children are reminded of the benefits of both a healthy physical and mental lifestyle.

Referrals and requests for support are made to the following professional partners through the use of Early Help Assessments:

- Speech and Language Team
- Autism and Communication Team
- Occupational Therapists
- GPs and Paediatricians
- Learning support
- Educational Psychologist
- Mental Health Team
- ELSA and PFSA

Impact: The school is currently one of the only schools locally to hold a platinum play award for the work undertaken through OPAL.

Through targeted interventions led by a team of trained TAs speech and language needs are addressed through TALK BOOST, literacy needs are addressed through an Individual Literacy Intervention, SEMH needs are addressed through ELSA

Through carefully considered, robust systems of Assess Plan Do Review which reflect the work of both internal and external professionals, EHCs are successfully secured for children requiring this high level of support (2017-2021 8 EHCs have been applied for and granted) helping to support a smooth transition for pupils on to their next setting at the end of Year 2.