



# Special Educational Needs: Information Report

*Hopton C.E.V.C. Primary School will make all reasonable endeavours to provide this support*

## 1. Who are the best people to talk to about additional support?

- Class teacher
- SEND/Co: Kerrie Jones
- Head Teacher: Claire Wright



## 2. What is the current percentage of children with Special Educational Needs (SEN) in the school?

13%

## 3. How does the school identify children who may need SEN support?

- A child has a Special Educational Need if he or she has a learning difficulty or disability that means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.



The assessments we use include:

- Listening to the views of the children.
- Daily marking and observations of children's work.
- Assessment for learning strategies; setting achievable, measurable targets and monitoring children's success in targets set.
- Half Termly class assessments which are shared and tracked at Pupil Progress meetings.
- Informal discussions between staff and parents to discuss identification of needs progress.
- Phonics assessments.
- BPVS (The British Picture Vocabulary Scale)

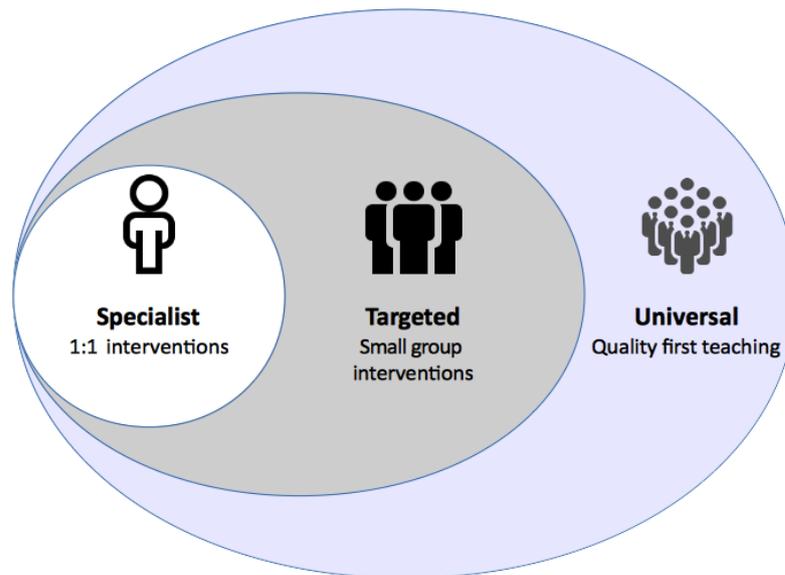
Information sharing (teachers, support services, parents/carers, pupil involvement)

- Consultation with Advisory support teacher.
- Referral and consultation with Educational Psychologist.
- Referral to Behaviour Support Service.
- Referral to school nursing team.
- Referral to Speech and Language Therapy.
- Support for hearing or visually impaired children.
- Ketogenic diet nursing team.
- Referral and consultation with the Integrated Delivery Team (IDT)





#### 4. What are the different types of support available?



We assess each child and provide personalised support within three levels:

- **Universal:**  
Quality First teaching. We start from what the children already know and set learning objectives and achievable individual targets. We plan and teach differentiated activities and provide small group support to enable children to achieve these targets. Pupil progress is monitored and regular review meetings are held between the class teacher, Head teacher, SENCo and teaching assistants. Parents are invited to parents' evenings and regular review meetings throughout the year to discuss pupil progress and support offered. We listen to and value the views of parents and pupils and aim to involve them in decision making. Children's self-assessments are considered. Parents receive regular written feedback of their child's attainment and progress through mid-term and end of year reports.
- **Targeted:**  
Children are assessed on entry to determine their areas of strength and to establish any difficulties across the curriculum.  
We collate data to ensure appropriate support is put in place.  
We create a provision map and set targets with children and parents.  
Children may access some of the following small group interventions to achieve their targets:



Phonics – Read Write Inc.  
Closing the gap with Numicon  
Catch up Maths  
Reading recovery support  
Turn around reading  
Memory/ concentration games  
Homework Support  
Writing booster





- **Specialist:**  
This means your child will have been identified by the class teacher/ SENCO as needing a particularly high level of support or small group teaching. In these cases school will seek further support from external agencies.



In time this may mean school will apply for an Education, Health Care Plan (EHCP) for your child. This will be done in consultation with the parents/ carers and the child. An EHCP is the legal process which sets out the amount of support that will be provided for your child.

Usually your child will also need support from a professional outside the school. This may be from:

Local Authority central services such as ASD Outreach team  
Sensory services (for pupils with auditory or visual needs)  
Educational Psychologists  
Speech and Language therapists

For your child this could mean:

Creating a personal provision map to set individual targets, outline strategies of how we aim achieve them and monitor impact.

Annual review

EHC plan

1:1 interventions

Exercise programmes

Speech and Language programmes to support Speech Therapists.

#### 5. How is extra support allocated to children?

Support is allocated on a needs basis and depending on children's progress which is discussed at termly pupil progress meetings. Resources, including staff, are reviewed and deployed as appropriate.

Budgets are used to deploy and train staff and buy appropriate resources. SNAP assessments are completed, evidence of children's needs collected and additional 'High Tariff Funding' is applied for following Suffolk County Council criteria.



#### 6. How will we measure the progress and review provision for your child?

- School assessment including Literacy and Numeracy and personal and social education.
- Reading/ Spelling age tests.
- Progress against children's individual targets.
- Reviews of interventions.
- Pupil Progress review meetings.
- Annual Review meetings.



We always involve children and parents in the monitoring and review process.

#### 7. How can I tell the school I am concerned about my child's progress or wellbeing?



Your first step should be to speak to your child's class teacher. If you feel that additional support is needed beyond the universal level of provision, please speak to the Head teacher; Mrs Claire Wright (Tel: 01953 681449 Email: [claire.wright@hopton.suffolk.sch.uk](mailto:claire.wright@hopton.suffolk.sch.uk)) or the Special Educational Needs Coordinator; Kerrie Jones (Tel: 01953 681449 Email: [kerrie.jones@hopton.suffolk.sch.uk](mailto:kerrie.jones@hopton.suffolk.sch.uk))





## 8. How will the school work with me as a parent in discussions about my child and their learning?



We will:

- Invite parents to discuss their child and any concerns.
- Discuss next steps in school and at home.
- Make any referrals to outside agencies as necessary.
- Implement any steps required at school and offer ideas for support at home.
- Review progress termly and set targets.

## 9. How do we involve young people with SEN in discussions about their education and support?



We encourage the children to talk about their learning and how to make it better. We use a tickled pink marking system which ensures that the children are regularly aware of their next steps and given appropriate time to improve their work. We encourage the children to challenge themselves against their individual targets and celebrate all achievements in class and in our weekly 'Celebration assemblies'.

## 10. How are adults in school helped to work with children with SEN and what training do they have?



All teachers are trained to provide Quality First teaching and differentiate appropriately for all children in their class. Teachers regularly attend training in supporting children with special educational needs. Strategies are shared at staff meetings and other training days.

Our SENCo offers advice on Quality First Teaching and differentiation. The SENCo attends termly network meetings with other SENCos.

Specifically trained teachers/ TAs implement the following:

- Reading Recovery
- Catch up Maths
- Read Write Inc Phonics

## 11. How will the teaching and curriculum be adapted for my child with SEN?

Differentiated work

Teaching assistant support in class

iPads – mirror software to support visually impaired pupils

Loop/ headphones to support hearing impaired pupils

ICT programmes and software including; Clicker, 2Simple,

Visual timetables and visual prompts

Workstations

Quiet room access

Personalised play based learning where appropriate

Resources; support aids, writing slopes, laptops

Specialist reading books

Coloured overlays

Work copied onto coloured paper





## 12. Who are the other people providing services to children with SEN?

- Speech and Language Therapy
- County Inclusive Support Service (CISS)
- Special Educational Needs and Disabilities Academy Trust (SENDAT)
- Occupational therapy
- Educational psychology
- School Improvement Service
- Local Advisory Teacher
- Visual Impairment Team
- Ketogenic Diet Nursing Team
- School Nurse



## 13. How is Hopton Primary school accessible to children with SEN?

- **Physical**  
All school entrances have wheel chair access.  
There is a fully equipped disabled toilet and shower.
- **Visual**  
All classes have interactive whiteboards and access to computer, laptops and ipads to enable resources to be visual. Visual prompts and visual timetables are available for children or they are personalised when appropriate.  
Yellow markings for visual impaired children
- **Auditory**  
Seating arrangements are considered.  
Loop/Headphones
- **Kinaesthetic**  
Tactile resources are readily accessible.



## 14. How will we support your child when they leave our school or move into another class?

- **Transition:**  
Children are prepared for their new classes/ schools using discussion times such as circle times.  
Transition days where the children meet their new teachers and teaching assistants.  
Visits to school  
Resources and equipment are discussed in school and appropriate adaptations made.  
Home visits are made by teachers if necessary.  
The school works closely with 'parent' schools on a suitable programme for leavers.
- One-page profiles, which highlight children's strengths, personal interests and areas for development are completed annually and shared with necessary staff.



## 15. Where else can I find support information as a parent of a child with SEN?

You can read our school policies on relevant issues and find out more information from other sources by clicking on the links below: [Please view the following policies on the school website]





- Behaviour policy & Anti-bullying policy
- Complaints procedure
- Equal opportunities
- Local authority local offer
- Looked After Children
- Medicine policy
- Parent partnership link
- SEN code of practice
- SEND policy
- Pupil Premium information

