

Horniman Primary School

SEND Information Report



This report was agreed by the governing body on 18.12.23 and supersedes all previous reports relating to this area.	
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1. The types of SEN provided for

Our school provides additional and/or different provision for a range of needs, including:

- Communication and Interaction
 - Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils with a diagnosis of ASD often have needs that fall into this category.
- Cognition and Learning
 - Pupils with learning difficulties, who usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:
 - Specific learning difficulties, such as dyslexia, dyscalculia or dyspraxia.
 - Moderate learning difficulties
 - Severe learning difficulties
 - Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Social, Emotional and Mental Health
 - These needs can reflect a wide range of underlying difficulties or disorders. These needs can manifest in a wide variety of ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated. Pupils could have:
 - Mental health difficulties such as anxiety, depression or an eating disorder
 - ADD, ADHD or attachment disorder
 - Suffered adverse childhood experiences.
- Sensory and/or Physical
 - Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers. Pupils may have:
 - A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
 - A physical impairment.

2. Identifying pupils with SEND and assessing their needs

We will assess children's current skills and levels of attainment on entry to the school. We will build on learning from previous settings and Key Stages. Class Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers, starting from the same baseline;
- fails to match or better their previous rate of progress;
- fails to close an attainment gap between the child and their peers;
- widens the attainment gap between the child and their peers.

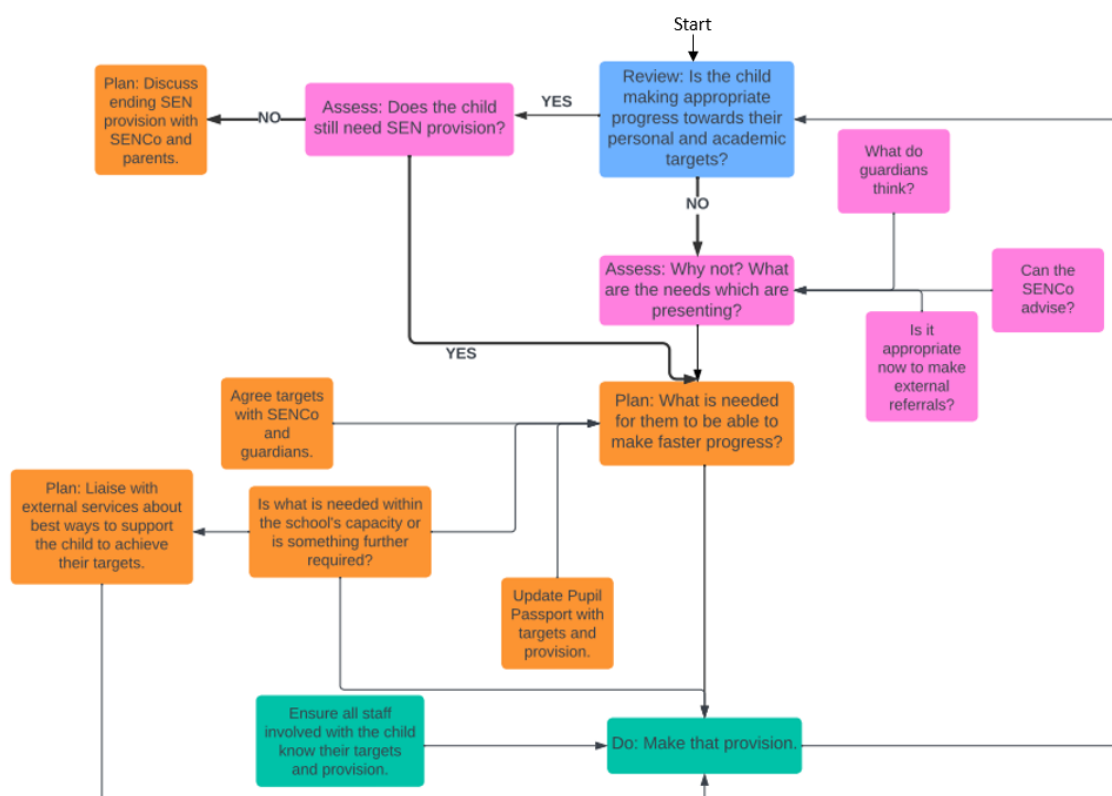
This may include progress in areas other than attainment – for example, social needs and personal care.

Slow progress or low attainment will not automatically mean that a child is identified as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including expected progress and attainment, and the views and wishes of the child and their guardian(s). We will use this to determine the support that is needed, and whether we can provide it by adapting our core offer, or whether something additional is needed.

3. The Graduated Response

The graduated response comes from the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and underpins our decision-making process for children with SEND. It defines a cycle of **assess, plan, do, review** in making special educational provision efficient and effective.



4. Supporting pupils moving between phases

4.1 Entering Reception

Pupils entering the Foundation Stage are invited with their guardians to join a ‘Stay and Play’ day in the term before starting at the school. This is an opportunity for information sharing between school and guardians. The school will also liaise with pre-school settings, and transition meetings will be held where appropriate. Where a child is identified as having SEND before joining us, we will do our best to meet the child and the family before they start at the school.

4.2 Joining or leaving us outside of Reception and Year 6

We recognise that smooth transitions are key to children’s success and wellbeing in new settings.

If a child is leaving us for another setting, we will:

- share information with the next setting on agreement with the child's guardians, and
- facilitate transition meetings where appropriate.

If a child is joining us from another school or setting, we will:

- seek information from the child's previous setting relating to their strengths, needs and any additional support they were receiving;
- speak with the child's guardians about the child's strengths, needs and any additional support they were receiving;
- facilitate transition meetings where appropriate.

4.3 Moving to the next year group

On transitioning to the next class, all children will meet their new teacher at the end of the summer term, and a handover meeting will take place between the current and receiving teacher. The SENCo will liaise with receiving teachers about any children in the class with SEND, and the provision which should be made for them.

Vulnerable children who need additional support may also be given:

- a transition plan (or "passport") to their new class,
- additional time with their new teacher and/or support staff,
- a social story or photographs of their new class to help them prepare for the change during the holiday.

4.3 Moving to secondary schools

We liaise with our secondary colleagues in a range of ways to aid a smooth transition. These include:

- sharing information with the new school about specific needs of vulnerable children;
- secondary transfer meetings between primary and secondary SENCos,
- additional transition meetings for vulnerable pupils,
- additional visits to the new school with a member of staff where appropriate.

5. Our approach to teaching pupils with SEND

Class teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This may be differentiated for individual pupils and can, if appropriate, involve a parallel curriculum to meet the pupil's needs.

In addition, interventions are planned by the class teacher for children who have gaps in their learning or need to make accelerated progress to close the attainment gap between them and their peers. These can be delivered by the SENCo, class teacher or a member of support staff.

Further, long-term interventions may be planned by the SENCo. These could be delivered by the SENCo, class teacher or support staff.

We provide the following interventions:

COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
Lego Therapy	Precision teaching	Lego Therapy	Sensory circuits
Social skills group	Inference training	Social skills group	Fine motor intervention – beading, threading, tweezers
Circle of Friends	Nessy fingers	Zones of Regulation	Movement breaks between set tasks
Intensive interaction	Nessy reading and spelling	Circle of Friends	
Attention bucket	Mathletics	Time to speak with a trusted adult on a 1:1 basis	
People Games	Times Table Rockstars	People Games	
	Numbots		
	Fresh Start		

6. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all children's needs are met:

- Differentiation of the curriculum through grouping, teaching style, lesson content etc.
- Adaptation of resources and staffing
- Use of recommended aids such as laptops, coloured overlays, visual timetables, fidget toys etc.
- Differentiation of teaching styles through providing thinking time, pre-teaching key vocabulary, reading instructions aloud etc.
- Clarity of instructions given adapted with task managers, timers etc.
- All classrooms equipped with visual timetables, word banks for key spellings etc. which are referred to on a whole-class basis.

7. Additional support for learning

We have a number of learning support assistants (LSAs) who can provide 1:1 or very small group support at set times in the day for children with EHC Plans. Training is provided for LSAs in response to the needs of their key children, as stated in their EHC Plan. It is not possible for the school to fund full time 1:1 support for any child, and LSAs may work in small groups accordingly. We believe it is in the best interests of all children to be included in group activities alongside their peers wherever possible.

We have five teaching assistants (TAs). TA allocation is based on the needs of each class and varies throughout the day. We deploy our support staff in a range of ways, including split teaching, delivery of interventions, small group support and working with pupils on a 1:1 basis for specific tasks or activities. Support staff may work with pupils in class or withdraw them to a teaching space away from their main classroom to complete a particular task or activity.

We work with the following agencies to provide support for pupils with SEND:

- [Lewisham Specialist Teachers and Educational Psychology Service \(STEPS\)](#)
 - Educational Psychology Team
 - Specific Learning Difficulties Team
 - Sensory Team
- [Drumbeat ASD Outreach Service](#)

- Speech and Language Therapy (free for children with a Lewisham GP; at cost to school for children with a Southwark GP)
- Inclusion Outreach Support (for children with a Lewisham home address)
- Children and Adolescent Mental Health Services (CAMHS)
- Mental Health Support Team
- Occupational Therapy
- Paediatrics and Nursing Teams

7. Expertise and training of staff

The Deputy Head for Inclusion has 10 years' experience as SENCo and has worked in education for over 30 years. She is a member of the school's senior leadership team.

The SENCo has undertaken the National Award for SEN Co-ordination. This is her seventh year in education, and her second year in role as SENCo. She is currently undertaking a graduate certificate in counselling and psychotherapy.

The Speech and Language HLTA is ELKLAN trained.

All class teachers are qualified teachers with varying numbers of years' experience. They all complete weekly CPD meetings, with SEND provision and best practice explicitly discussed on a regular basis.

All support staff have received training in scaffolding support and developing pupil independence according to 'Maximising the Impact of Teaching Assistants'.

Additional training needs are reviewed termly, with training delivered in-house where possible and externally where required.

8. Securing equipment and facilities

We follow advice given by professionals and provided in professional reports regarding equipment and facilities recommended for pupils. Allocation of specialist equipment will be dependent on need, funding and availability.

9. Enabling pupils with SEND to engage in all activities

All school visits will be available to all of our pupils, and reasonable adjustments will be planned to ensure that they are accessible.

All Year 4 and Year 6 children will be encouraged to take part in our residential trips and we endeavor to make adaptations, if appropriate and feasible, to ensure all pupils can participate. For example, children might be supported on a 1:1 basis by an adult, or attend for a shorter period. Any additional arrangements needed will be discussed in advance with the child's guardians.

All pupils will be encouraged to take part in special days in the school calendar, such as sports day and school plays.

No pupil will ever be excluded from taking part in these activities because of their SEND. Where there are concerns over safety, a risk assessment will be carried out and alternative provision will be made if further adaptations are not possible. This will always be done in consultation with the child's guardians and will be of equal value to the original activity.

Information about our site can be found in the school's accessibility plan on our website.

9. Support for improving emotional and social development

We support children to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take part in the student committees which make up our Pupil Parliament;
- Assemblies promote awareness of a variety of disabilities and differences and promote positive role models;
- Every class practices mindfulness as part of their daily timetable;
- Every class completes a circle-time each week;
- Every class teaches Zones of Regulation and children are given the tools to identify and self-regulate their feelings, energy and sensory needs.

We have a zero-tolerance approach to bullying.

10. Contact details

10.1 Support services

There are a number of useful parent groups which families may be signposted to by the school, including:

- [Lewisham Special Educational Needs and Disabilities Information, Advice and Support Service](#) (SENDIASS) is a free, confidential and impartial service for parents, guardians, children and young people with SEND up to 25 years.
- [Contact](#) is a national charity which offers support and advice to parents and guardians of children and young people with SEND.

10.2 Key contacts in school

The first port of call in raising concerns over a child's SEND will be their class teacher. Class teachers are available via email at administration@horniman.lewisham.sch.uk

The SENCo is Alex Newton. She is contactable via email at senco@horniman.lewisham.sch.uk

All staff are contactable via the school's phone number: 0208 699 3190

10.2 The local offer

Horniman Primary School sits within the London Borough of Lewisham. Our Local Authority is Lewisham.

Lewisham's Local offer is available here: [Lewisham Council - Lewisham SEND Local Offer](#)

Appendix to SEND Information Report: HPS SEND Offer

Overview

At Horniman Primary School, quality first teaching and a broad, rich curriculum are available to all pupils. We may also deliver additional support or different provision to children with SEND. Our SENCo will oversee the assessment and delivery of all school-based interventions and work with external professionals to ensure that appropriate support and interventions are implemented and reviewed in good time.

All interventions and provisions are personalised in order to ensure a highly differentiated curriculum tailored to the individual needs of the pupil. We use rigorous systems to monitor pupil progress, aid academic and personal achievement, and remove any barriers to learning.

Due to the personalisation of our SEND offer, the programmes set out here are subject to change, and not every intervention will be available to every child with SEND. Allocation of our specialist services and interventions will be dependent on need, funding and availability.

Quality First Teaching

All teachers at Horniman are trained and responsible for delivering the following as part of their general provision:

- Whole-class visual timetables, referred to on a regular basis
- Key spellings and vocabulary displayed prominently
- Correct letter and number formation displayed prominently
- Use of manipulatives available to all children to support understanding in Maths
- Visual prompts to support and enhance understanding of concepts, vocabulary and instructions
- Use of interactive whiteboard
- Modelling of written tasks, including correct layout
- Differentiated curriculum, with children working in targeted groups at a 'just-right' challenge level
- Class teachers and support staff working with individuals or groups to support learning
- Laptop and iPad use by children as part of our Computing and wider curriculum
- Use of parallel curriculum to support children working significantly below age-related expectations
- Zones of Regulation language used frequently throughout the school day, encouraging children to 'check-in' with their feelings, sensory needs and energy at different points during the school day
- Mindfulness sessions every day after lunch
- Children's work is marked in a meaningful and timely manner in order to support their progress.

All class teachers complete a termly pupil progress review, where children's progress is tracked and interventions are reviewed. Each class has a provision map which accompanies them through the school, and informs teachers of any past, current or suspected additional needs.

Supportive Environment

- Specialist equipment, such as writing slopes, ear defenders, wobble cushions etc.
- Use of individual timetables, now/next boards and communication cards
- Use of simple equipment to promote independence, including sand-timers, easy-grip scissors, pencil grips etc.

Literacy/Reading Support

- Individual or small-group reading support with a teacher or member of support staff
- 1:1 daily targeted reading intervention
- Delivery of a parallel curriculum for writing where a child is assessed to be working significantly behind their peers
- Fresh Start intervention (KS2)
- Additional handwriting support
- Use of assistive technology for typing or speaking ideas
- Dyslexia portfolio assessments used to inform planning
- Focus groups for phonics and spelling
- Use of programs like Nessy (can also be used at home)
- Invitation to booster programs run by teachers or support staff outside of school hours
- Assessment by the Specific Learning Difficulties team where dyslexia or dysgraphia is suspected.

Numeracy Support

- Delivery of a parallel curriculum for Maths where a child is assessed to be working significantly behind their peers
- Invitation to booster programs run by teachers or support staff outside of school hours
- 1:1 or small group intervention for specific skills
- Use of programs like Mathletics and TTRockstars (can also be used at home)
- Assessment by the Specific Learning Difficulties team where dyscalculia is suspected.

Behavioural Needs

- Implementation of the school's Behaviour Policy
- Personal behaviour plans for individuals as required
- Quiet zone for board games, reading etc. during busy playtimes
- Social stories to support understanding of how actions impact others
- Structured breaktime programs for individuals as required
- OPAL (Outdoor Play and Learning) program delivered at lunch and playtimes
- Collaboration and communication between home and school, including home/school books, emails or calls from school
- Collaboration with external services such as the Inclusion Outreach Team, CAMHS, Early Help, Mental Health Support Team or Educational Psychologist
- Language from Zones of Regulation used to support emotional self-identification and self-regulation
- Regular child protection and safeguarding training for all staff
- Structured games and activities led by staff in break times
- 1:1 lunchtime supervision where identified in EHCP

Social Skills

- Communication groups
- Circle of Friends
- Lego Therapy
- Social stories
- Transition groups from KS1 to KS2, and KS2 to KS3
- Collaborations with external agencies including Lewisham STEPS, Mental Health Support Team, Drumbeat ASD Outreach Service, Speech and Language Therapists

Self-Esteem and Wellbeing

- Philosophy lessons
- Daily mindfulness sessions
- KS1 Forest School
- Zones of Regulation
- Collaborations with external agencies including Lewisham STEPS, Inclusion Outreach Service, CAMHS, Mental Health Support Team

Speech and Language Needs

- 1:1 support sessions with ELKLAN-trained HLTA (one day a week)
- Communication groups
- Lego Therapy
- Collaborations with external agencies including Speech and Language Therapists and Drumbeat ASD Outreach Service.

Occupational and Physiological Needs

- Sensory circuits
- Fiddle toys, wobble cushions, writing slopes etc.
- Referral to OT or PT for assessment
- Delivery of interventions as advised by OT or PT
- Provision and use of recommended specialist equipment, depending on need, availability and funding.

Medical Intervention

- Support to administer medication in school
- Individual Healthcare Plans issued for children with medical needs or allergies
- Regular staff training on the use of common medical equipment including asthma inhalers and epi-pens
- Risk assessments carried out for all external activities.

Communication between school, parents and external professionals

- Parent meetings each term to review previous targets, share new assessments and plan new targets and provision. These will be recorded and shared via the child's Pupil Passport.
- Team Around Child meetings for vulnerable children.
- End of Year report to parents in the summer term.
- Annual Reviews held on a yearly basis for children with EHC Plans.
- Professional reports shared between school and parents.

Access arrangements for tests

Where children are identified as having SEND, they may be entitled to access arrangements to make testing fairer. In external tests, such as Year 6 SATs, the school must follow guidance published by the Department for Education around access arrangements.

Children with SEND could be entitled to:

- additional time (usually 25%)
- rest breaks
- scribe
- reader
- working in a small group, away from the main class
- working in an individual, quiet place.

If your child is receiving any of these access arrangements in a year in which they are subject to external testing (like Year 6 SATs), you will be informed of this by their class teacher.