



The Hermitage School Special Education Needs Information Report

There is a separate report for our Specialist Learning & Additional Needs Centre- The Orchard

Questions

School Response

1 What Special Educational Needs are provided for at The Hermitage?

- The Hermitage School is a mainstream school with a specialist centre for children with moderate learning difficulties. The school fully complies with the requirements in the Special Educational Needs Code of Practice (2014).
- All of our teaching staff have been trained to cater for and meet the needs of learners who may have:
 - Cognition and learning needs;
 - Communication and Interaction difficulties;
 - Social, Emotional and Mental Health needs;
 - Physical and/or sensory needs.
- We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). SEN support can take many forms. This could include:
 - An individual learning programme for the child;
 - Extra help from a teacher or a teaching assistant to complete tasks and to become independent learners;
 - Making or adapting materials and equipment;
 - A teacher/ teaching assistant working with the child in a small group;
 - A member of staff observing the child in the class or at break times and keeping records;
 - Supporting the child to take part in class activities or games at break times;
 - Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

		<ul style="list-style-type: none"> • All our special education needs provision is planned for and overseen by the class teacher and Inclusion Leader. All provision has a clear time-bonded cycle where a child's needs are assessed, provision is planned for, provision is implemented and provision is reviewed. • Our Inclusion Leader is a qualified teacher and a member of the leadership team. • All our staff have completed Working Together to Safeguard Children training. • We have staff trained in a variety of areas including: Positive Touch, MAPA (Management of Actual or Potential Aggression), Autism Spectrum Disorder, Attention Deficit Hyperactive Disorder, occupational therapy, speech and language therapy, emotional literacy support, complicated grief, working memory difficulties, sensory disorders, as well as in a variety of evidence based targeted interventions such as Numicon, SNAP Maths and Read Write Inc. • The school works closely with other schools, particularly those within the SWAN Trust, (The Oaktree School, Beaufort Primary School, Horsell Village Infant School, Kingfield Primary and Barnsbury Primary School) to share training opportunities. • All our training is carefully planned to ensure that it effectively meets the needs of our children.
2	<p>What is the school's policy for identifying, assessing and reviewing the needs of children with special educational needs?</p>	<ul style="list-style-type: none"> • Our Inclusion Leader, is responsible for overseeing the provision of children with special educational needs in the mainstream area of the school as well as overseeing the provision of children attending our Specialist Resource Centre known as The Orchard. Name: Emma Joyce Email address: centre@hermitage.surrey.sch.uk • Our Special Educational Needs Governor is: Gill Carter Email address: gillcarter@hermitage.surrey.sch.uk • Our School has a Special Educational Needs and Disability (SEND) Policy which can be found on our school website. Detailed information regarding how the school identifies, assesses and reviews the needs of children with special

		<p>educational needs and the part that each stakeholder plays in this process can be found on pages 11 – 18 to of our Special Education Needs and Disability Policy.</p>
<p>3</p>	<p>What are the school's arrangements for consulting parents of children with special educational needs and involving them in their child's education?</p>	<ul style="list-style-type: none"> • We believe that successfully supporting children with SEN requires a partnership approach between home and school. • We have an open door policy where parents are invited to come in and speak to the class teacher and/or the Inclusion Leader should they have any concerns about their child's wellbeing or progress. • The school has bi-annual Parent/Teacher Consultation Evenings where parents can come and discuss their child with the class teacher. • The school has termly SEND Consultation evenings for parents of children with special educational needs in order to review the progress made by their child and either set new objectives or agree, where appropriate, to remove the pupil from SEN support. • Some parents might be asked to meet more regularly with their child's class teacher and/or the Inclusion Leader to discuss the support that the school is providing and how they can help their child at home. • Children with an Education Health and Care Plan (EHCP) will have an annual review meeting where parents/carers, the child's class teacher, the Inclusion Leader and any relevant external support services involved with the child will discuss the child's provision. The paperwork from this meeting is sent to and reviewed by the Local Authority. • All parents receive an annual written report in the summer term detailing their child's attainment and progress. • All parents receive regular overviews of their child's learning topics. • We value the support of all our parents and welcome them into the school to help in the classroom and on school trips. • Parents are invited to share their views and comments by completing questionnaires for their views and opinions. • Parents are invited to watch their child's class assembly. • Parents are invited to attend exhibitions of children's work. • All parents receive a newsletter from the Executive Head Teacher which updates them on school news and current events. • There is information and links on the school website.

4	<p>What arrangements does the school have in place for consulting children with SEND and involving them in their education?</p>	<ul style="list-style-type: none"> • We believe that it is critical for every child to be involved in their learning and have their views and desired outcomes heard. • As much as possible and appropriate children will be involved alongside the school and their parents/carers in deciding the most appropriate adjustments, interventions and support to be put in place to support them. • All children who are identified as having a special educational need will produce, in consultation with their parents/carers and the class teacher, a One Page Profile, which provides a clear overview to teaching staff of the whole child. One Page Profiles are a working document that will be updated termly. • All children who are identified as having a special educational need will produce, in consultation with their parents/carers and the class teacher, a SEND Target Sheet, which identifies desired outcomes for the child. SEND target Sheets are a working document that will be updated and reviewed termly. • Children with an Education Health and Care Plan (EHCP) are invited to review meetings to share their successes. • All children are invited to share their views and comments by completing pupil questionnaires.
5	<p>How will the school prepare and support my child when joining the school and transferring from the school to a new setting?</p>	<ul style="list-style-type: none"> • Our Inclusion Leader, Year 3 teachers (including lower school team leader) and the Executive Head Teacher, work closely with our infant feeder schools to ensure that the transition for all pupils starting at our school runs smoothly. - At the start of the summer term key staff will meet with infant school staff to discuss the individual needs of every child joining us. Successful provision and strategies are sought from infant school staff to ensure that children’s needs can be met effectively immediately upon their starting with us. - Where possible, in their final year at the infant school, the Inclusion Leader will attend review meetings for children on their SEN register. - The child and the parent/carer are welcome to undertake more visits to the school before the child starts.

		<ul style="list-style-type: none"> - The parent/carer might be invited to meet with our Inclusion Leader to discuss in more detail the individual needs of their child and to ensure that school and parents are working closely together to support the child. - Transition booklets with photographs of the school and key staff are produced. • Our Inclusion Leader and Year 6 teachers work closely with our local secondary schools to ensure that the transition for all pupils moving on to the next phase of their education runs smoothly. - In the summer term key staff meet with secondary schools to share an overview of all our pupils, including those with special educational needs. We explain the provision that has been put in place for pupils with additional needs, and strategies that have worked successfully. - We invite the secondary school Inclusion Leader to review meetings for children with a statement/Education Health and care Plan (EHCP) in the child's final year. - We ensure additional visits to the secondary school for children who we feel would benefit from this. - Year 6 teachers focus on transition to secondary in their lessons throughout the summer term.
6	<p>What is the school's approach to teaching children with special educational needs?</p>	<ul style="list-style-type: none"> • Our school adopts a <i>graduated approach</i> to meeting children's needs. This means that once we have identified a child needing additional support we will carry out assessments to find out exactly where the child's difficulties lie. Following this we will plan appropriate provision to support the child. Some needs may be met via in-class strategies, such as the use of a task board or a personal visual timetable, whilst other needs might require out of class support such as a targeted intervention group. At the end of an agreed period of time, usually 6-8 weeks, the child's provision will be reviewed. • We aim to meet all the needs of children through Universal support. If a child needs additional support, they may receive targeted interventions. If the child needs further support, we would look at specialist involvement. • A child may have a diagnosis. If needs are met at universal level, they may not need to be on the SEND register.

		<ul style="list-style-type: none"> • We have high expectations of all our learners and ensure, through quality first teaching, that we provide opportunities for all learners to achieve; making reasonable adjustments to remove any barriers to children’s learning. • Any provision that is put in place in addition to quality first teaching/universal strategies, is plotted on a provision map by the school’s Inclusion Leader. • We endeavour to ensure that all learning environments are stimulating and inspiring for our children. • All interventions that we use are research informed and evidence based. We monitor the impact of our interventions on pupil progress closely.
7	<p>How are adaptations made to the curriculum and the learning environment of children with special educational needs?</p>	<ul style="list-style-type: none"> • Staff differentiate approaches and resources so as to support access to the curriculum. • Our curriculum is designed to excite and motivate children and build on their previous knowledge, developing their skills and understanding. • We ensure high levels of pupil engagement and involvement in all lessons. • Our marking policy ensures that children receive individualised feedback which they are required to respond to, in order to support them in understanding the next steps needed in their learning. • Additional adult support within the classroom is deployed effectively to meet the needs of the children. • Children benefit from having resources to support their learning where appropriate. • We work closely with outside agencies and will make a referral to the appropriate agency should we feel that additional support is required to accurately assess or meet a child’s needs. • We have an Accessibility Plan which shows how adaptations are made to our environment and curriculum and how information can be accessed by children and their parents. <p>Please see the graduated response document and profile of need for further guidance on the Surrey expectations of support.</p>
8	<p>What is the staff’s expertise and training to support children with special</p>	<ul style="list-style-type: none"> • We ensure that all our staff have a working knowledge of special educational needs in order that they are able to effectively support children’s access to the curriculum.

	<p>educational needs and how is specialist expertise secured?</p>	<ul style="list-style-type: none"> • Some of our staff have specialist areas of expertise and offer a wide range of experience in: Autism and associated disorders, speech, language and communication needs, occupational therapy and speech and language therapy. • We are able to access a range of services, including: Occupational Therapy Service, Speech and Language Therapy Service, Learning and Language Support Service, Behaviour Support Service, Physical and Sensory Support Service, Educational Psychology, ASD Outreach Service, Child and Adolescent Mental Health Service (CAMHS), the Inclusion Officer for attendance and a school nurse. • Where it is deemed that external support is necessary, we discuss any referrals with parents in the first instance and always gain full parental consent before proceeding with a referral. • The school's Inclusion Leader/ Lead TA coordinate teaching assistant training weekly to extend support skills. • The School's Inclusion Leader delivers teacher training when appropriate. • Teachers and teaching assistants attend external training/or in-house training, when a specific need is identified in order to give appropriate support to an individual or group of pupils with SEND.
<p>9</p>	<p>How is the effectiveness of the provision made for children with special educational needs evaluated?</p>	<ul style="list-style-type: none"> • We review the needs of all our children within the school regularly and endeavour to put in place effective provision that caters for all children's needs. • The school uses an online data program called Educater to track children's attainment and progress. • The school's Assessment Leader regularly liaises with teaching staff and the Inclusion Leader to question provision in place for children in light of data analysis. • We hold termly Pupil Progress meetings where the provision for all our pupils is reviewed in light of their social and academic progress and attainment. • Our Inclusion Leader, senior leadership team and governors regularly carry out learning walks, drop-ins, and lesson observations which include reviewing the effectiveness of provision. • Termly SEND meetings held by the class teacher, parents and where appropriate the child, review provision put in place for that child.

		<ul style="list-style-type: none"> • Our Inclusion Leader maps and costs all Wave 2 and Wave 3 provision so that value for money can be ensured and impact measured. • Our Lead SEND governor meets termly with the Inclusion Leader to discuss provision for SEND pupils and ensure that provision is meeting needs and is cost effective.
10	How are children with special educational needs enabled to engage in activities available?	<ul style="list-style-type: none"> • We have a whole school approach to inclusion which supports all learners engaging in activities together. • Our Inclusion Policy promotes the involvement of all our learners in all aspects of the curriculum including activities outside the classroom and can be found on our school website. • We make reasonable adjustments to enable all learners to join in with activities regardless of their needs. • Children with identified needs will have a plan in place to ensure that they can access all learning. • Trips outside of school will be scrutinised during a Risk Assessment phase to ensure that every child is safe and cared for and that learning opportunities are to meet every child's needs. Where appropriate parents/carers of children with identified needs will be involved in the planning process for a particular trip.
11	What support does the school have for improving emotional and social development?	<ul style="list-style-type: none"> • All children are valued and all achievements celebrated as part of our ethos at The Hermitage. • The well-being of every individual in our school is viewed as the most important contributing factor to success and our aim is to ensure that all children are able to achieve their potential. • All our staff are regularly trained to provide a high standard of pastoral support, including dealing with conflict using restorative approaches. • We have a Physical, Social, Health and Emotional (PSHE) leader who ensures that this aspect of learning is embedded across the curriculum. • We have a trained Emotional Literacy Support Assistant (ELSA) who is highly skilled and experienced and has had training in supporting children experiencing complicated grief. • We provide additional support for children to improve social skills and emotional resilience through group and individual interventions.

		<ul style="list-style-type: none"> • We have a Medical Needs Policy and ensure that all children with medical needs have an up-to-date medical plan in place. • We have a Behaviour Policy which includes guidance on expectations, rewards and sanctions and is fully understood and upheld by all staff. • We have a Bullying Policy, Parent-Friendly Bullying Policy and Child-Friendly Bullying Policy. We have a zero-tolerance approach to bullying in the school. • We regularly monitor attendance and take necessary actions to prevent unnecessary prolonged unauthorised absence. We have access (through referral) to a range of agencies including CAMHs and the Surrey Counselling and Mediation Service. • Vulnerable children are highlighted to relevant staff, to ensure that they are made aware of individual children’s emotional needs.
12	<p>Who can I contact for further information? What are the school’s arrangements for handling complaints?</p>	<ul style="list-style-type: none"> • The first point of contact is the child’s class teacher. Appointment requests can be made through the school office. • Further information can be obtained from our Inclusion Leader, Deputy Head Teacher or Executive Head Teacher, who can be contacted on the school number 01483 472047 or by appointment – please contact the school office. • There is a SEND tab on our school website. • A copy of the school’s complaints procedure can be found on our school website or a paper copy can be supplied on request from the school office. • Where a resolution between the parent and school cannot be reached then parents are advised to seek external support via the Surrey Information, Advice and Support Service (SIASS): http://www.surreyparentpartnership.org.uk/ • Further information and support can be obtained from the Surrey Local Offer website: https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page