

Our Vision...

## Flourishing Through Love and Nurture

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. 5 It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. 6 Love does not delight in evil but rejoices with the truth. 7 It always protects, always trusts, always hopes, always perseveres.

1 Corinthians 13: 4-7

We flourish because:

We are a family founded on love and nurture

We build resilience for life

We are outward looking

We celebrate every step forward

Hanbury CE First School

SEND Report 2025

## What types of SEN do we provide for?

Hanbury CE First School is an inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. All children are treated as individuals and therefore the provision that is offered meets their individual needs.

We have provision in place to support children in the four broad areas of need:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Physical and Sensory (P&S)

# How do we identify and assess pupils with SEN?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.

## Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

## Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will plan the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

## Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child and making sure the support we put in place is having the impact we intended.

## Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

The graduated approach is a 4-part cycle of assess, plan, do, review.



## How do we identify and assess pupils with SEN?

- Children enter our school from a variety of settings. Once parents have accepted a place, we work with those settings to ensure a smooth transition. Discussions around individual children take place and for those children who have been identified with a special educational need and/or disability, additional liaison with any outside agencies will take place.
- On entry to Reception all children are assessed against the Early Years Curriculum.
- Pupil Progress meetings/discussions are held termly where children's progress is monitored and children who are making expected progress are identified through the assess, plan, do, review cycle. Support and interventions are implemented and monitored to ensure that these children work towards closing the gap.
- The Special Educational Needs Co-ordinator works closely with all staff to observe children and identify any outside support needed e.g.

Learning Support Team, Complex Communication Team, Educational Psychology Service, Occupational Therapy Team, Behaviour Support Team, Early Intervention Support. Speech and Language Team, Hearing and Visual Impairment Teams.



Who is our special educational needs coordinator and how can they be contacted?

Headteacher – Mr Aaron McDonagh

SENCO – Miss Vicky Bishop

SEND Governor – Mr Richard Upwood

To arrange a time to meet with Miss Bishop, please call or email the school office.

01527 821298

[office@hanbury.worcs.sch.uk](mailto:office@hanbury.worcs.sch.uk)

## What is our approach to teaching pupils with SEN?

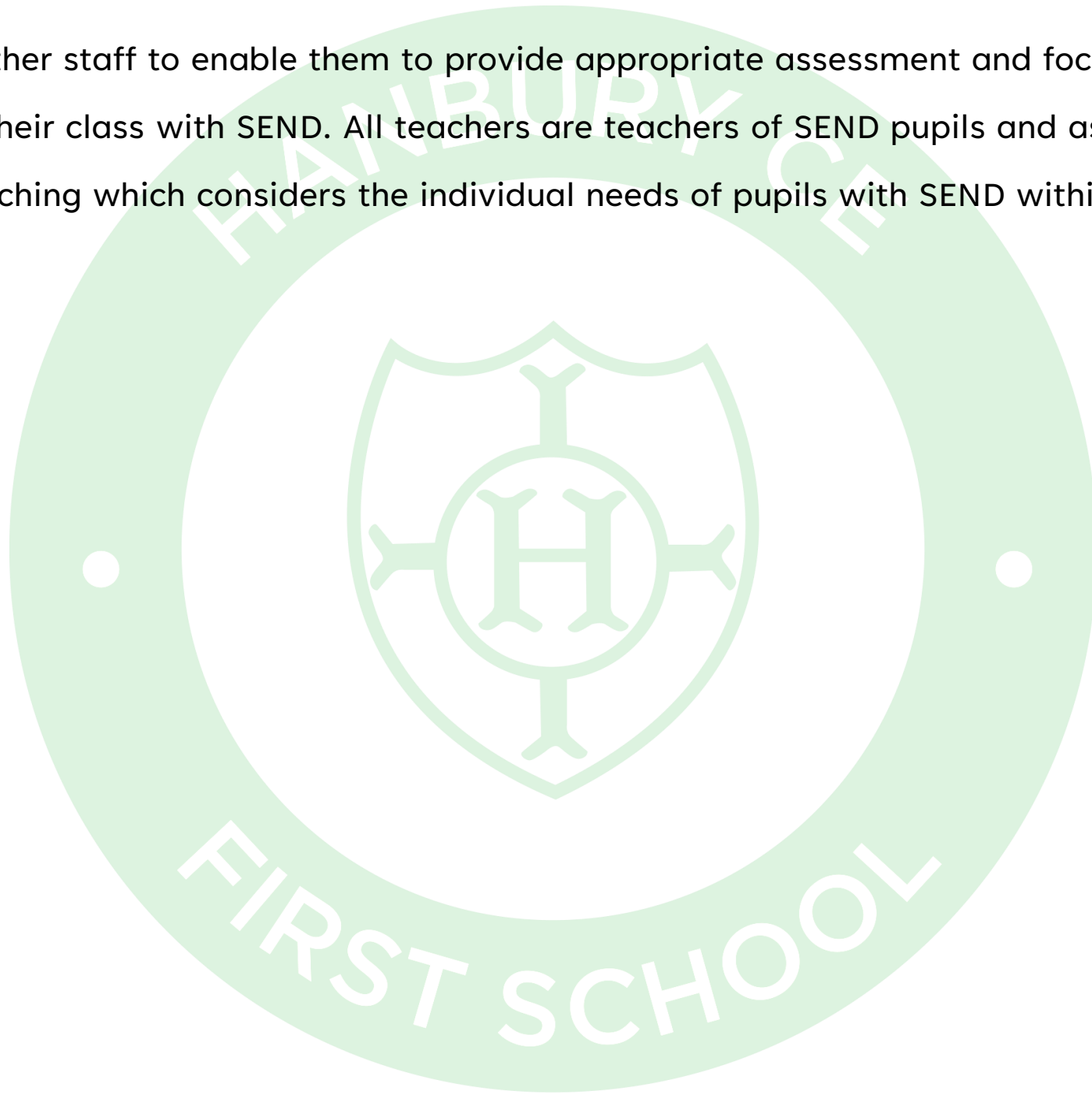
At Hanbury CE First School we believe that all pupils should be respected and valued as individuals. In light of this belief, we strive hard to ensure that all pupils:

- Have a wide and balanced curriculum which is ambitious
- Can learn and make progress according to their individual development
- Are assessed using appropriate assessment tools and guidelines
- Have equal access to resources, provision and interventions as needed
- Build relationships with staff who have high expectations of all children

Special educational provision is additional to or different from that made generally for others of the same age. This means provision goes beyond the adapted approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within school or require involvement of specialist staff or support services.

Our school has a Special Educational Needs Coordinator (SENCO) who is responsible for the management of provision and support for identified pupils with SEND. They will also support

teachers and other staff to enable them to provide appropriate assessment and focused provision for children in their class with SEND. All teachers are teachers of SEND pupils and as such, provide quality first teaching which considers the individual needs of pupils with SEND within the classroom.



## How do we adapt the curriculum and learning environment?

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to adapt and modify the learning environment to meet the individual needs of children. We make our lessons as inclusive as possible so all learners can succeed. We use a total communication approach, which includes words and symbols and scaffolds appropriate to the individual.

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

- All pupils can access a wide range of extra-curricular activities within and after school to enhance their personal development.
- All pupils are entitled to participate in trips and visits and have the opportunity to take on roles and responsibilities, such as School Council, Eco-Council and Play Leaders.
- School will always adapt an activity to ensure a learner with SEND can participate.

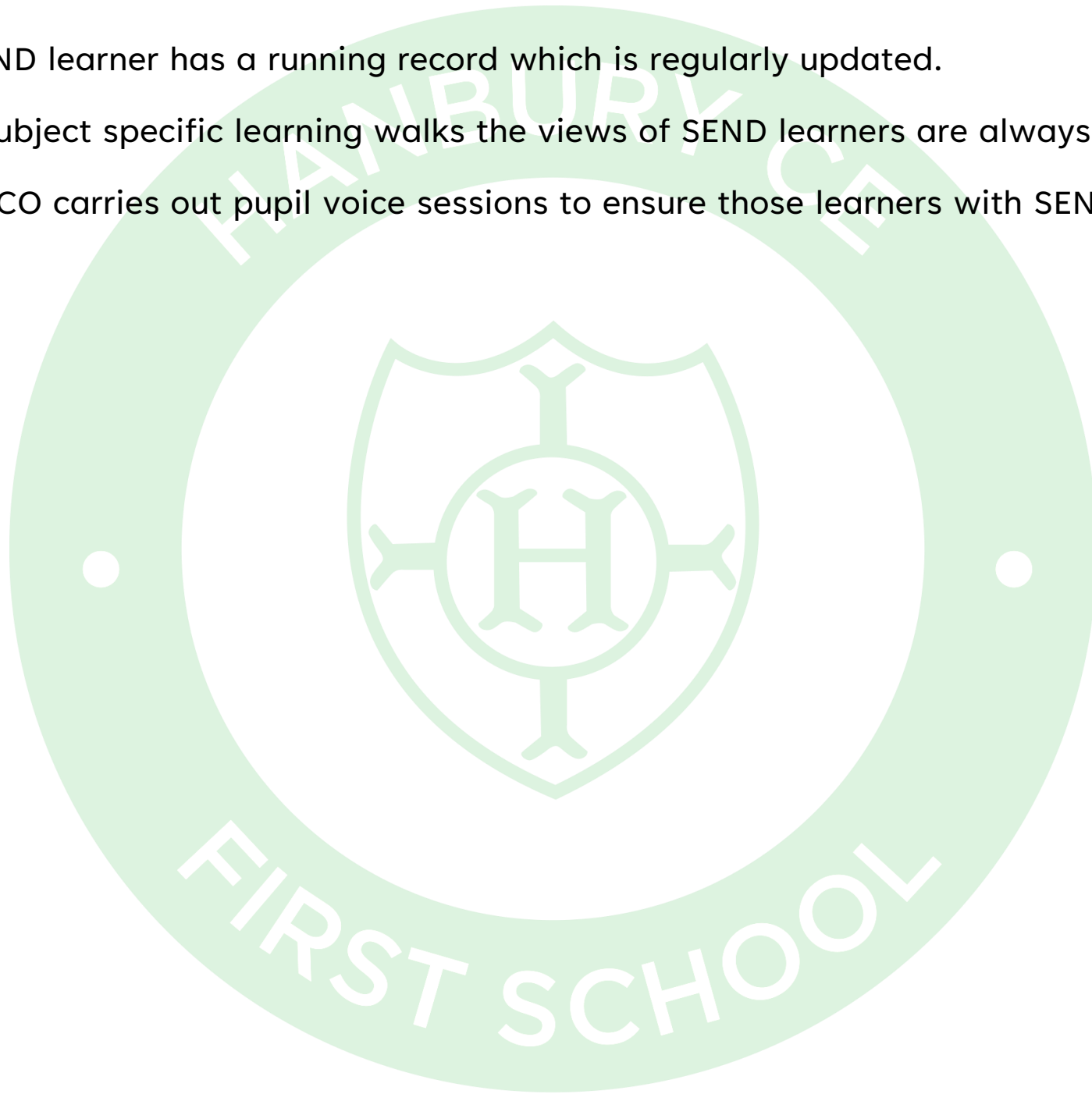
## How do we consult with parents of pupils with SEN and involve them in their child's education?

- Parents are encouraged to be partners in their child's education through formal and informal communication channels.
- Parents meet with their child's class teacher twice a year during Parent's Evening.
- Specific SEND meetings are held three times a year to review targets and assess progress. This will be with the class teacher and the SENCO where appropriate.
- Pupils with an Educational Health Care Plan (EHCP) will have an annual meeting to review the plan with the SENCO and relevant staff members.

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

- The SENCO and all staff members work hard to build strong and trusting relationships with learners with SEND.

- Each SEND learner has a running record which is regularly updated.
- During subject specific learning walks the views of SEND learners are always considered.
- The SENCO carries out pupil voice sessions to ensure those learners with SEND are listened to.



## How do we assess and review pupils' progress towards their outcomes?

- All children have their progress and attainment reviewed and assessed termly.
- EHCPs are reviewed annually.
- Individual Educational Plans (IEPS) and SEND targets are reviewed termly.
- We follow the 'Assess, Plan, Do, Review' cycle to regularly assess and review the progress of our SEND learners.

## How do we support pupils moving between different phases of education?

- Consultation with parents/carers in how we can best meet the needs of the child during transition.
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the needs of the child during transition.
- Opportunities for the child and parent/carer to have supported visits to the new setting.
- Meetings with SENCO from receiving school to ensure as smooth a transition as possible.
- All relevant reports and additional paperwork sent to the receiving school.

## How do we support pupils with SEN to improve their emotional and social development?

The social and emotional wellbeing of all children is a priority for all our learners.

- Pupils have access to quiet spaces.
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships
- We provide extra pastoral support where needed and always listen to the views of pupils with SEN.
- We have a 'zero tolerance' approach to bullying and engage in Anti-Bullying Week.
- We encourage positive mental health and participate in Children's Mental Health Week.

## How do we secure specialist expertise?

The SENCO and Headteacher work hard to foster strong, trusting relationships with a range of professionals from external agencies.

After following the Identification Flowchart, we will reach out for specialist expertise to provide support, advice and guidance to ensure we are meeting the child's needs appropriately.

The school has strong links to many external agencies such as:

- Educational Psychologist
- Complex Communication Team
- Learning Support Team
- Speech and Language Therapists
- Occupational Therapists
- Behaviour Support Outreach
- Hearing and Visual Impairment Team
- School Nurses

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

- The SENCO is working towards her NPQSENCO qualification.
- All staff delivering interventions are appropriately trained.
- The school has access to support from many external agencies such as Educational Psychologists, outreach support from Behaviour Support, Speech and Language Therapists,
- SEND is a regular part of the school's Continuing Professional Development cycle. This is for all staff.

# How do we secure equipment and facilitates to support pupils with SEN?

At Hanbury CE we have:

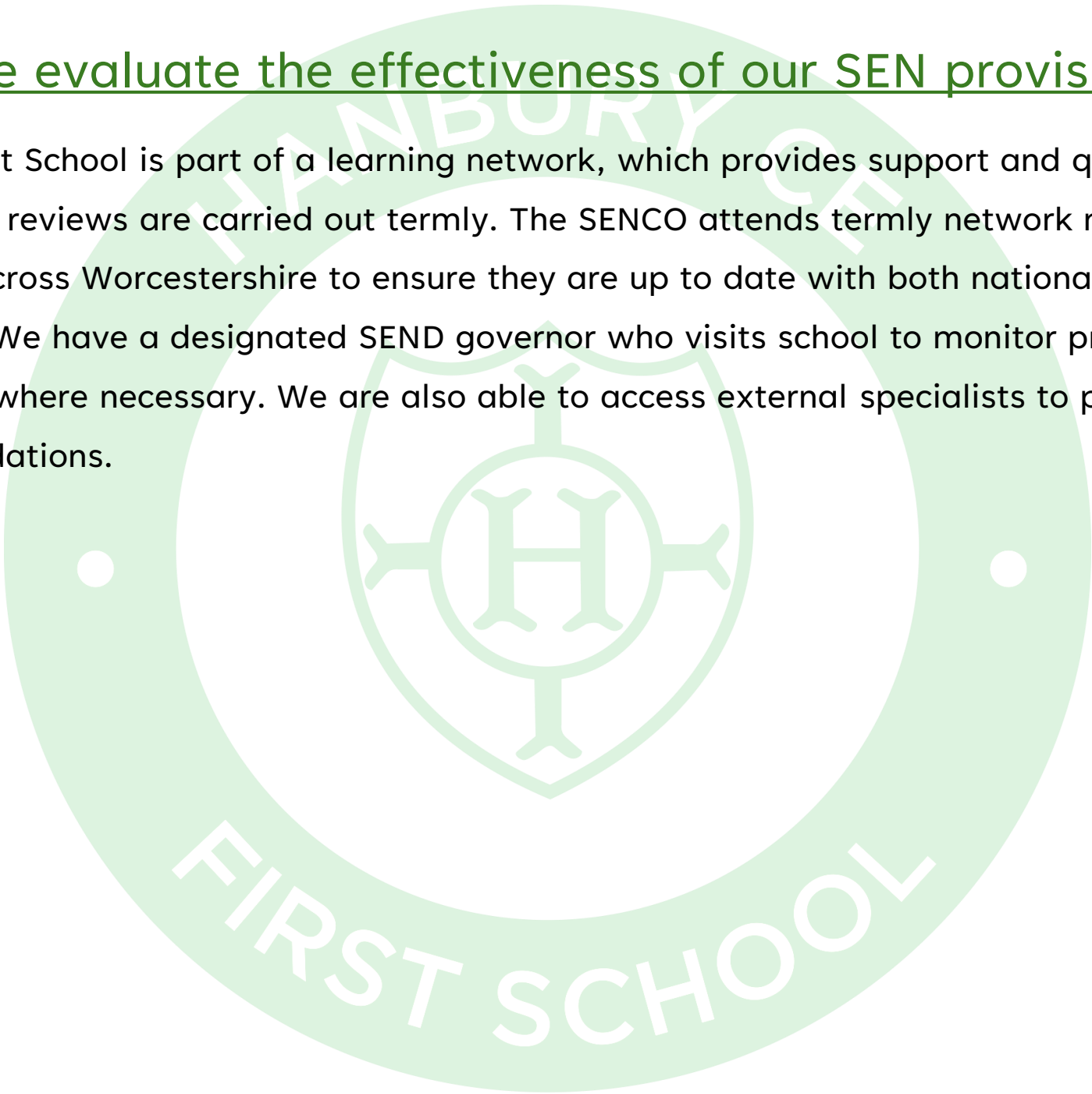
- specific resources to support Quality First Teaching, for example weighted cushions, resistance bands, pencil grips etc.
- Disabled bathroom.
- Breakout spaces and quiet areas.
- Accessible playground with a quieter zone.

The SENCO works with outreach services to secure specialist equipment where necessary.

Professionals will then come into school to regularly check and service the equipment to ensure it is functioning correctly and still fit for purpose.

## How do we evaluate the effectiveness of our SEN provision?

Hanbury CE First School is part of a learning network, which provides support and quality assurance. Peer reviews are carried out termly. The SENCO attends termly network meetings with SENCOs from across Worcestershire to ensure they are up to date with both national and local developments. We have a designated SEND governor who visits school to monitor provision and to provide advice where necessary. We are also able to access external specialists to provide audits and recommendations.



## How do we handle complaints from parents/carers of children with SEN about provision?

Parents/carers who are unhappy about provision are encouraged to initially speak to the class teacher and SENCO.

If the issue cannot be resolved or the complaint is about the SENCO then the parent/carer would be directed to the headteacher and the school's complaint procedure. Parents may also wish to contact the SEND Information, Advice and Support Service (SENDIASS) for guidance and support.

<http://www.SENDworcestershires.gov.uk>

[SENDIASS@worcestershires.gov.uk](mailto:SENDIASS@worcestershires.gov.uk)

01905 768153

## Where can the Local Authority's Local Offer be found?

Hanbury CE First School is fully inclusive and provides for all children through 'Quality First Teaching' and the resources that can be accessed through the Local Offer 'Ordinarily Available'.

To view Worcestershire County Councils Local Offer please visit:

<http://worcestershirelocaloffer.org.uk/>

