



## SEN Information Report / Local Offer Submission 2017/2018 (all schools)

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Please submit your responses to [Disc@reading.gov.uk](mailto:Disc@reading.gov.uk)

This form has been designed to bring together the local authority's requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

**School Name:** Hemdean House School

**Address:** Hemdean Rise, Reading, RG4 7SD

**Telephone:** 0118 947 2590

**Email:** Admin@HemdeanHouse.co.uk

**Website:** www.HemdeanHouse.co.uk

**Ofsted link:** Hemdean House is a Private School

**Head teacher:** Interim Headteacher until Jan 2018

**SENCo:**

**Name:** Mrs Emma Hattrick

**Contact:** E.Hattrick@HemdeanHouse.net

**Date of latest Accessibility Plan:** June 2017

**Date completed:**

**By whom:** Interim Headteacher

**Name:**

**Role:**



**Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children’s Act). This report is co-produced by the Headteacher, Governor’s and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.**

**\*School to provide a general statement about what the school provides in box below**

**General Statement -**

Hemdean House School is a small school of 60 children, located in the quiet residential location in Caversham.

- We take from a wide range of pre-schools and nurseries in Caversham and workplace nurseries which are further afield.
- Our aim is to provide a safe and caring environment in which we nurture, support and value all children as individuals.
- We are a fully inclusive school which aims to ensure that all children enjoying their learning and achieve well.
- Our curriculum includes a rich variety of activities which contributes to the children’s academic achievement and personal development.
  - There is a strong partnership between parents and the school.
  - The values which underpin our curriculum are: a love of learning; memorable experiences that inspire; care and respect; inclusivity; high expectations; independence and responsibility.

	Regulations		School Response
1	<b>The kinds of special educational needs for which provision is made at the school</b>	Do you have children with SEND in your school?  What kinds of SEND do those children have?	Hemdean House provides support for children with a range of SEND, through academic and physical difficulties. The site is quite hilly, but wheelchair access is available in the lower school and hall.
2	<b>Information related to mainstream schools about the school’s policies for the</b>	How do you know if a pupil has SEN?  How will I know if my child is receiving SEN support?	Staff continually carry out assessments that are used to identify children that need intervention. During the course of these assessments there may be evidence about a child over time, who, despite

	<p><b>identification and assessment of pupils with SEND</b></p>	<p>receiving differentiated learning opportunities:</p> <ul style="list-style-type: none"> <li>• makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness</li> <li>• shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas</li> <li>• presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school</li> <li>• has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment</li> <li>• has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.</li> </ul> <p>The class teacher and Special Educational Needs Coordinator (SENCO) would then discuss a child, their progress and possible courses of action.</p> <p>Parents and carers will be kept fully informed through discussion and the sharing of any paperwork about the support that their child is receiving. The home school</p>
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			partnership is very strong at Hemdean House School and this is important for the progress of <b>all</b> children. We have parents/ carers' evenings, annual reports and annual reviews.
<b>3.</b>	<b>Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans</b>	Where can I find information about the school SEN Policy?	The school SEN policy is available on the School Website.
<b>3a.</b>	<b>How the school evaluates the effectiveness of its provision for such schools</b>	How do you make sure that the SEN provision is helping pupils make better progress?  How do you check other outcomes for children with SEND, such as independence and well-being?	SEN provision is monitored regularly by the SENCO in partnership with the class teacher this way the provision can be altered to suit the child as and when needed.  The needs of individual children will be closely monitored to ensure they are settled and enjoying their learning. The class teacher and SENCO will monitor the progress in these areas putting in place further measures where necessary and communicating this to parents in a timely manner.
<b>3b.</b>	<b>The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</b>	How do you check and review the progress made by pupils with SEN?  How will I find out about the progress my child is making?  How will I be involved in those reviews? Who else	The progress of all children is closely monitored through observation, data collection and assessment to ensure that they all make progress at their level of working. Concerns may be discussed with external agencies who can support in the monitoring process and additional tests may be carried out.

		will be there?	Children with SEND may have specific targets, which are reviewed termly. The class teacher discusses progress and children's needs with the SENCO and then after drafting new targets they are discussed with parents/ carers before being finalised.
<b>3c</b>	<b>The school's approach to teaching pupils with SEND</b>	<p>How do your teachers help pupils with learning difficulties or disabilities to learn?</p> <p>How can I find out more about what my child is learning at the moment?</p>	<p>All teachers differentiate work for the children across the curriculum in many ways including; by task support, equipment or by questioning. Support is put in place to meet children's needs, so that they all have the opportunity to access the curriculum. Some of the strategies we use include visual timetables, word banks, writing frames, reward systems, IT support.</p> <p>The home school partnership is very strong at Hemdean House School and this is important for the progress of <b>all</b> children. We produce termly curriculum newsletters for each year group in advance so parents can support their child. We also produce a regular newsletter which shows what the children have been doing in school.</p> <p>We have parents/ carers' evenings, annual reports and annual reviews. We are also very happy for parents to make a mutually convenient appointment.</p>
<b>3d</b>	<b>How the school adapts the curriculum and learning environment for</b>	How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?	<p>We are happy to discuss any individual access requirements. Facilities we have at present include:</p> <ul style="list-style-type: none"> <li>• Toilet adapted for</li> </ul>

	<b>pupils with SEND</b>	How will the curriculum be matched to my child's needs?	<p>disabled user with space for changing</p> <ul style="list-style-type: none"> <li>• Slopes up to doors</li> <li>• Doors which allow easy wheelchair access</li> </ul> <p>We have also made steps more accessible with handrails and painted edges. If further adaptations were required we would take advice from external agencies as we have done in the past to meet the needs of children.</p> <p><b>See above for how the curriculum will be matched to my child's needs.</b></p>
<b>3e</b>	<b>Additional support for learning that is available to pupils with SEND</b>	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How will I know if my child is getting extra support?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>Our teaching assistants are able to provide support in class and additional learning support assistants maybe appointed as required.</p> <p>Parents and carers will be kept fully informed through discussion and the sharing of any paperwork about the support that their child is receiving. The home school partnership is very strong at Hemdean House School and this is important for the progress of <b>all</b> children. We have parents/ carers' evenings, annual reports and annual reviews.</p> <p>The decision about how much support a child should receive will be discussed with a parent/carer and a plan put in place.</p>
<b>3f</b>	<b>Activities that are available for pupils with SEND in addition to</b>	What social and extra-curricular activities are available for students with SEND?	<p>Hemdean House offers a broad curriculum which it makes available to all students through differentiation. We plan for visits out of school</p>

	<b>those available in accordance with the curriculum</b>	<p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>and have visitors into school where all children are able to participate. We have themed days and weeks which are thoroughly enjoyed by every child. Medication is taken on visits out of school and risk assessments are carried out for every visit. One to one support may be provided, depending on the level of need. The trip leader communicates with the venue and transport company to ensure that the needs of each child can be met.</p>
<b>3g</b>	<b>Support that is available for improving the emotional and social development of pupils with SEND</b>	<p>What support will there be for my child's overall well-being?</p>	<p>As a fully inclusive school community the emotional and social development is a priority for all our children. The children are given opportunities that further develop their emotional and social development for example, participation in class assemblies or whole school concerts, theme days, involvement in charity days and through reflection as part of assemblies.</p>
<b>4.</b>	<b>In relation to mainstream schools, the name and contact details of the SEN Co-ordinator</b>	<p>Who should I contact if I want to find out more about how the school supports students with SEND?</p> <p>What should I do if I think my child may have a special educational need or disability?</p>	<p>If any parent or carer has any concerns they would initially talk to the child's class teacher and/ or the SENCO (Special Educational Needs Coordinator). There are opportunities to talk informally at drop off and pick up times and appointments can be made at any mutually convenient time for more formal and in depth discussions. Parents are also able to express concerns at parent consultation appointments.</p>

5.	<b>Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured</b>	What training have the teachers and other staff who support children and young people with SEND had?	All staff have the opportunities to receive training. These may be general courses such as Autistic Spectrum Disorder, Precision Teaching, Nurture Assistant training or specific training to meet the needs of a child. These can be arranged for all staff and carried out in school. LSAs may also have the opportunities for training by working with external professionals such as physiotherapists, occupational therapist, speech and language therapists. Our members of staff have experience of working with children with SEND and also with their families. Our SENCO is currently working towards the National Award for SENCOs. Some of our teaching assistants have access to nurture group training. Some have been trained in sound linkage programmes to help with reading and writing. Teaching assistants have also attended training on autism.
6.	<b>Information about how equipment and facilities to support children with SEND will be secured</b>	What happens if my child needs specialist equipment or other facilities?	We have many resources in school to support children with SEND. We also purchase those that are appropriate and recommended by external agencies. We do have a toilet which meets disability requirements, a posture cushion, pencil grips and adapted cutlery.
7.	<b>The arrangements for consulting parents of children with</b>	How will I be involved in discussions about and planning for my child's education?	Our children do well because we work in partnership with parents and carers. The children are therefore well supported at home. We will



	<b>SEND about, and involving such parents in, the education of their child</b>	How will you help me to support my child's learning?	always work with you so that you are able to see how to support your children. Our topics are posted on the website termly and you can see your child's work and the feedback that they are receiving each parent's evening.
8.	<b>The arrangements for consulting young people with SEN about, and involving them in their education</b>	How will my child be involved in his/her own learning and decisions made about his/her education?	We talk to the children about their progress in an age appropriate way. As part of regular meetings we are able to discuss the effectiveness of the provision through our assessments and observations. We also evaluate regularly any interventions that have been put in place to see if we need to make changes or continue with them.
9.	<b>Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.</b>	Who can I contact for further information?  Who can I contact if I am not happy about the SEN provision made for my child?	We would hope that if a parent or carer is concerned about any aspect of their child's education they would contact a member of staff or the SENCO. We also have an annual questionnaire for all parents/ carers. Parents can also speak to the class teacher at the beginning or end of the day or at parent consultations. Appointments can be made with the class teacher, SENCO or head teacher at mutually convenient times.
10.	<b>How the governing body involves other bodies including health and social care, LA support services and</b>	Who else provides services in school for children with SEN or disabilities?  How can my family get support from these services?	At times it may be necessary to consult with outside agencies to receive more specialised expertise. These include: <input type="checkbox"/> Learning Support Service <input type="checkbox"/> Educational Psychologists

	<p><b>voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils</b></p>		<ul style="list-style-type: none"> <li>☒ CAMHS</li> <li>☒ Behaviour Support</li> <li>☒ Sensory Consortium for visual or auditory impairment</li> <li>☒ Occupational therapy Service</li> <li>☒ Physiotherapy Service</li> <li>☒ Parenting and Family Support</li> <li>☒ School Nurse</li> <li>☒ Addington School</li> <li>☒ Hospital nurses if we need training and more awareness of a condition</li> <li>☒ Play Therapist</li> <li>☒ Speech and Language Therapy</li> <li>☒ ASSIST</li> </ul> <p>The SENCO could advise you on the best possible route to access these services. Many can also be accessed by parent referral or GP referral.</p>
<p><b>11.</b></p>	<p><b>The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.</b></p>	<p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p>	<p>In the first instance, speak to the school SENCO who will be able to pass your information on, if applicable. Otherwise, the SENCO will be able to signpost parents to support groups in the locality.</p>
<p><b>12.</b></p>	<p><b>The school's arrangements for supporting pupils with SEND in transferring between phases of education</b></p>	<p>How will you help my child make a successful move into the next class or secondary school or other move or transition?</p>	<p>Our aim is to ensure a smooth transition into Hemdean House School. Discussions take place between settings and any professionals/ services who could support and offer advice as part of the transition. We also talk with the parent/ carer(s) and work closely with them as part of the children's transition. We offer additional visits to the school and an opportunity is offered to take</p>

			<p>photos to make a book which can be used at home to prepare children for entry. Where there is significant or exceptional need our SENCO visits a child in their current setting and may make an application for exceptional needs funding to aid transition. In the case of physical need external advisors (e.g. OT) visit to suggest alterations that are needed and these are implemented following consultation with the Governing Body.</p>
13.	<p><b>Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)</b></p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>In the first instance, contact the SENCO who will be able to direct you to the local services available within the school and groups available in the locality.</p>
14.	<p><b>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</b></p>	<p>What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?</p> <p>How often will these reviews happen?</p>	<p>Children with SEND may have specific targets, which are reviewed termly. The class teacher discusses progress and children's needs with the SENCO and then after drafting new targets they are discussed with parents/ carers before being finalised.</p> <p>In addition to this, as stated in our Parents' Handbook we are very happy for parents to make a mutually convenient appointment to discuss their child's progress at any point in their school journey.</p>


<b>15</b>	<b>Who can I contact for further information?</b>	The SENCO, SEN Governor, and Headteacher will all be happy to help.
	<b>What is the complaints procedure?</b>	The school complaints procedure is available in the school office.

<b>Our external partners are</b>
<b>Educational Psychologist</b>
<b>Speech &amp; Language Therapist</b>
<b>Social Care</b>

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

<b>Is there any additional provision you have developed during the year?</b>	
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<b>Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School's own website?</b>	<b>Please add the links</b>
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