

Horningsham Primary School

SEND Information Report 2025-2026



General Information



Policies underpinning SEND at Horningsham:

- Attendance Policy
- Behaviour and Exclusions Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Staff Behaviour Policy
- Supporting Pupils with Medical Conditions and Administering Medicines Policy

SENDCo:

Odele Lapham

SEND Governor:

Lucy Bobyk

Contact:

send@horningsham.wilts.sch.uk
01985 844342

Local Offer:

Wiltshire Local Offer
<https://localoffer.wiltshire.gov.uk/>

At Horningsham Primary School, we want every child to feel happy, included and able to achieve their very best. This SEND Information Report explains how we identify and support children with Special Educational Needs and Disabilities (SEND), and how we work in partnership with parents, carers and pupils to make sure their individual needs are met. It also shows how our school's support fits within the Wiltshire Local Offer, which sets out all the services and help available to families of children with SEND across the county.

Our Vision



- Our vision for children with Special Educational Needs and Disabilities (SEND) is the same as for all of our pupils - we want them to make good progress throughout their time at school, and that they go on to lead happy and fulfilled lives.
- We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.
- Children's SEND will be identified at the earliest possible point with support put in place, and their parents will know what services/provision they can reasonably expect to be provided to meet their needs. Children and their parents/carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence (Code of Practice 2015).

What is SEND?



A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them beyond what is expected at their developmental level.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age.
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

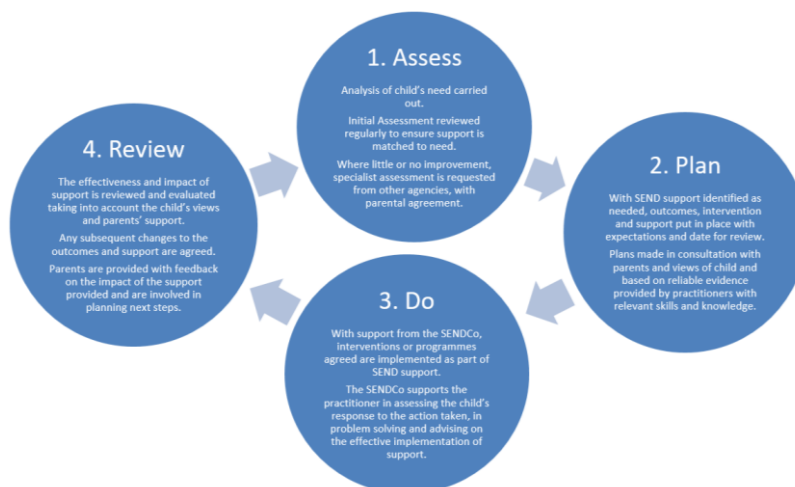
The four broad areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

How do we provide for children with SEND?



Underpinning all of our provision is the graduated approach cycle of: **Access -> Plan -> Do -> Review**



Our offer of support to children is in three 'waves':


Wave 1: Quality first teaching which is made available to all children across all classes.

Wave 2: Aimed at children who need a boost in their attainment or progress. These children may or may not be on our SEND register. The aim of these interventions is to reduce the gap. If children need further support then they require a wave 3 intervention.

Wave 3: Specific, targeted approaches for individual children identified as requiring SEND intervention. Support may be in small groups or 1:1 and could draw on personalised actions from other professionals.



<p>How do we assess SEND pupils' needs?</p> 	<p>All children are regularly assessed to ensure they are maximising their potential and making good progress. We know if a child needs further support when:</p> <ul style="list-style-type: none"> ▪ we receive information about this from another school or pre-school setting (when a pupil transfers) ▪ we are aware that they are not making age-related progress ▪ they have difficulty accessing learning <p>If a teacher feels that a child may have SEND they use a variety of internal checklists and assessments in order to help to assess the extent and specific area of needs. If we think a child has special needs we hold a meeting with parents to discuss the situation and the way forward.</p> <p>Teachers are also able to request specialist assessment for a range of SEND from lead professionals.</p> <p>Children who have been assessed by the Local Authority (LA) and accepted as eligible will have an Education, Health and Care Plan (EHCP) which may or may not have allocated funding to support provision.</p>
<p>How do we involve parents and children?</p> 	<ul style="list-style-type: none"> ▪ We consider it vital that both the child and their parents are fully involved in the process of identification and assessment for possible SEND. ▪ Most pupils on the SEND register have a Personalised Learning Plan (PLP), this document is created in collaboration with all parties and meetings are held three times a year to assess and review their targets. Some pupils have a more comprehensive document called a My Support Plan (MSP) or in some cases, if there is a need, they will have an Education Health Care Plan (EHCP). ▪ We hold parents' meetings twice a year for all pupils, to discuss development as well as an annual report. ▪ Teachers will contact parents when they feel it necessary to discuss a child's education. This may be a telephone call or email asking you to make an appointment at a mutually convenient time. Parents are also very welcome to make an appointment if they feel the need at any time – either to see the class teacher or the SENDCo. It is very useful if parents share any family history of SEND. ▪ Parents have the opportunity to contribute to all levels of learning plans (PLPs, MSPs, EHCPs), which helps to provide a holistic picture of the child and in turn supporting referrals to external agencies. ▪ Children are also involved in setting and discussing their own targets, sharing what is important to them and what they feel they need to support them. As they go through school, their PLPs will be collaboratively updated to reflect their current views and needs.
<p>How are resources allocated?</p>	<ul style="list-style-type: none"> ▪ We have a delegated budget, which we use to provide effective provision for children with SEND. We allocate resources and deploy members of staff according to individual need. ▪ Staff SEND review meetings are held regularly; teachers, teaching partners and the SENDCo review the progress of all children with SEND. As part of Pupil Progress Meetings, we review and evaluate our resources and provision to ensure effective support is maintained for all pupils. ▪ Pupils with an EHCP may have a banding which has a named pupil allowance (NPA) towards supporting their targets. Please note that an EHCP doesn't necessarily entitle a child to additional funding.
<p>How do we review progress and evaluate the effectiveness of provision?</p> 	<ul style="list-style-type: none"> ▪ Every teacher is responsible for the progress and attainment of all their children. They will continuously monitor this and amend their provision as necessary in line with the progress the child is making. This provision may include the use of a range of differentiated resources and tasks to make lessons accessible and enjoyable for all children. ▪ The school tracks and evaluates progress and its impact through a comprehensive provision map. This is shared with the SEND Governor and the SENDCo reports to the governing body throughout the year. ▪ Class teachers use a provision map for their classes. This tracks what provision is being made, for whom, and what progress the child has made. Our expectation is that children with SEND will make at least the same level of progress as the rest of their cohort at a level appropriate for them. Where sufficient progress is not made, provision is reviewed and changed as necessary. ▪ Formal school planning meetings are held with the LAs Specialist SEND Support Service (SSENS), Behaviour Support (BS) and the Educational Psychologist (EP) to monitor progress, raise new concerns and evaluate impact. ▪ As part of our ongoing assessment, we review each child in the school to evaluate the impact of provision, track progress towards short and long term targets and set targets for the coming year. As an outcome of this, the staff map SEND provision for the following term, identifying children who may be borderline and need closer monitoring and assessing the need for going onto or coming off the SEND register. This is updated termly.
<p>How do we support transition?</p>	<ul style="list-style-type: none"> ▪ If your child is due to join our school and has SEND, the school may contact you to make arrangements for meeting with the SENDCo to discuss your child's current provision/needs. ▪ Secondary Schools have their own transition programmes in place to support the transition of Y6 to Y7. It is always worth making contact with the SENDCo of your child's new school to discuss your child's needs and provision. We will also support their transition to Secondary which may involve extended visits/transition plans. ▪ We prepare pupils for a move to a new classroom through move-up mornings and social stories.
<p>How do we teach pupils with SEND?</p>	<ul style="list-style-type: none"> ▪ We aim to teach all children within the classroom wherever possible, although there may be a need and a benefit to withdrawing individuals or groups for delivering specific programmes to support their needs. ▪ Lessons are planned to accommodate the needs of all pupils, including those with SEND. ▪ School staff are supported by a range of external support staff, such as speech and language therapists, Educational Psychologists and specialist advisors when appropriate. ▪ Staff receive regular updates and training to support their understanding of adaptive teaching strategies. ▪ Children may be taught 1:1, in small groups or whole class depending upon the activity and the child's need.
<p>How do we adapt the curriculum and environment for SEND pupils?</p>	<ul style="list-style-type: none"> ▪ Our aim is to provide a broad and creative curriculum that is relevant and helps all children to become as functionally literate, numerate, communicative and as independent as possible. ▪ Our school promotes positive learning experiences within a caring and inclusive environment. ▪ We aim to prepare all of our pupils for life beyond primary school and support a wide range of lifelong skills. ▪ If necessary, we seek alternative provision for any SEND pupils who would benefit.

<p>What is Ordinarily Available Provision (OAP)?</p>	<ul style="list-style-type: none"> ▪ OAP refers to the support and resources that are available to all pupils in school, including those with SEND. ▪ It includes high-quality teaching that is adapted to meet a range of learning needs. ▪ Teachers use differentiation, scaffolding, and targeted strategies as part of everyday classroom practice. ▪ Support might include visual aids, structured routines, small group work, or extra adult support during lessons. ▪ OAP ensures that children with additional needs can access learning and make progress without necessarily needing an EHCP. ▪ The school's SEND policy and provision map outline what is ordinarily available in each area of need (communication, cognition, social/emotional, sensory/physical). ▪ OAP is regularly reviewed and developed to reflect best practice and pupil needs.
<p>What expertise and training do staff have?</p>	<ul style="list-style-type: none"> ▪ Mrs Lapham has completed her SENDCo qualification and is our Senior Mental Health Lead. ▪ We have 2 qualified Emotional Literacy Support Assistants (ELSAs). ▪ All of our teachers are qualified and have undertaken further specialist professional development. This includes training in autism, dyslexia, ELSA, Team Teach, dyspraxia and dyscalculia, de-escalation, Lego Therapy and also the use of LA documents for identifying SEND. ▪ Our PE coach runs weekly sessions (3 times per year) to support the development of fine and gross motor skills as well as building social and emotional skills. ▪ We have regular professional development meetings to ensure that all staff are kept up to date with SEND developments. Professional development is encouraged at our school. ▪ Staff have the opportunity to meet with a variety of SEND professionals e.g. Behaviour Support Service or SSENS Cognition and Learning during SEND surgeries. ▪ The SENDCo monitors staff development needs and tailors staff training accordingly through 'in-house' sessions or through attendance on a course.
<p>How do we ensure children with SEND have access to all activities?</p>	<ul style="list-style-type: none"> ▪ Where further investment in facilities or resources is needed, the school provides for this through its SEND budget and, when appropriate, by requesting support from specialist services e.g. physiotherapy, IT support. ▪ All children are encouraged to join a wide range of extra-curricular clubs and sporting opportunities e.g. New Age Kurling (NAK) and Wheelchair Basketball. ▪ Enrichment opportunities for both SEND and gifted and talented children are made available. ▪ All children have the opportunity to attend residential trips in Years 4-6. Reasonable adjustments are made to ensure that all pupils have the opportunity to attend and take part in full. Where necessary, school-based activities and visits offsite are supported to allow access for all.
<p>How do we support social and emotional development?</p>	<ul style="list-style-type: none"> ▪ Teaching our children with SEND as part of the main class is an important part of this development. Staff make use of social stories and visual timetables and other means of improving this aspect of a child's development and supporting their access to class activities. ▪ Our ELSAs support emotional learning across the school as well as running specialist programmes on a 1:1 or small group basis. ▪ Participation in clubs and activities is important in promoting emotional and social development. ▪ We have a robust Safeguarding and Child Protection Policy and protocols are well-established. ▪ Pupils' health and well-being is paramount. If necessary, personal care is conducted discreetly and with dignity and fostering independence whenever possible. ▪ In some circumstances our Parent Support Advisor (PSA) may support families with strategies at home. ▪ We also work with Social Services and CAMHS if a child qualifies for that level of support.
<p>What is an ELSA?</p> 	<ul style="list-style-type: none"> ▪ We have two trained Emotional Literacy Support Assistants (ELSAs): Mrs Dorgan and Mrs Cruickshank. ELSA is a national programme of staff training to support children and young people with Social, Emotional and Mental Health (SEMH) needs. ELSAs receive supervision sessions throughout the year. ▪ Alongside the class teacher, the ELSA plans and delivers individual and small group interventions to pupils with additional emotional, social and behavioural needs. ▪ It is based on the view that all children are different and they should be nurtured according to their needs. For more information on research into the effectiveness of ELSA please see: www.elsanetwork.org
<p>How does the school involve other bodies and expertise?</p>	<ul style="list-style-type: none"> ▪ Specialist support services, provided by the LA/HCRG, are accessed by the SENDCo via a range of referral processes. ▪ Support from specialist charities such as the National Association for Autism or the British Dyslexia Association (BDA) or Riding for the Disabled (RDA). ▪ We signpost parents to specialist charities and support agencies where necessary. ▪ We signpost parents to Wiltshire Parent Carer Council for further support.
<p>Is our school accessible?</p>	<ul style="list-style-type: none"> ▪ Our school site is not fully accessible for all physical disabilities due to the nature of it being a listed building. ▪ We do not have accessible toilets on site. ▪ We strive to make reasonable adjustments wherever possible to support children with disabilities. ▪ Staff work closely with families to ensure that each child can access learning and school activities as safely and comfortably as possible. ▪ We review our facilities and support regularly and are committed to improving accessibility where possible.
<p>What do you do if you have concerns about SEND provision?</p>	<ul style="list-style-type: none"> ▪ In the first instance, contact your child's class teacher to discuss your concern. ▪ Should you wish to discuss your concerns further, you should contact the SENDCo/Headteacher. ▪ If you feel that your concern has not been resolved, then please follow the procedures as set out in our Complaints Policy.