

School SEN Information Report

SCHOOL NAME	Henbury View First School	
TYPE OF SCHOOL	Mainstream	Phase First
ACCESSIBILITY	Fully Wheelchair Accessible	Yes
	Auditory/Visual enhancements	Auditory enhancement in school hall. Contrasting paintwork is used.
	Other Adaptions:	
CORE OFFER	Are you currently able to deliver the 'core offer' as set out by Dorset County Council?	yes
POLICIES	Are the schools policies available on its website for:	SEN
		yes
		SAFEGUARDING
		yes
		BEHAVIOUR
		yes
		EQUALITY & DIVERSITY
		yes
DISABILITY LEGISLATION	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.	yes
What proportion of children currently at the school have SEND?		17/144 (11.8%)

At Henbury View First School we are fully committed to:

- Promoting the inclusion of all children
- Believing that all children have a right to be educated with their peer group
- All children feeling celebrated and valued, regardless of their abilities, behaviours, gender, religion or ethnic background
- Supporting all children to learn and reach their full potential
- Believing that all teachers are teachers of children with Special Educational Needs and Disability (SEND)
- Working closely with parents and other agencies to achieve the best possible outcomes.
- Ensuring that all staff are fully aware of their roles and responsibilities with regard to Special Educational Needs and Inclusion, including the effective implementation of the Equality Act (2010) and the Special Educational Needs Code of Practice (2014).

As a school we promote the inclusion of all pupils in learning through an adapted curriculum and the provision of equipment to enable access to the full curriculum. Occasionally children might be withdrawn from the class to take part in a particular intervention strategy in order to help them close a learning gap. The effectiveness of any intervention strategy is regularly monitored to ensure that it is working.

For a few children their work needs to be adapted to meet their individual needs.

We promote the inclusion of all pupils on all school trips, including residential. To ensure that this is achieved we carry out risk assessments and needs analysis audit related to a pupil's specific needs. We seek the views of parents and share with parents what steps we have taken to ensure that their child is able to access this aspect of the curriculum.

We put in support in place for all pupils with SEND, The 0-25 SEND Code of Practice (2015) identifies ‘four broad areas of [special educational] need and support: • Communication and interaction • Cognition and learning • Social, emotional and mental health • Sensory and/or physical needs.	
The Special Educational Needs Coordinator (SENCo)	Mrs Sally Wall is the SENCo at Henbury View First School. You are welcome to come and visit Henbury at any point of your child’s time in school by making an appointment through the school office. office@henburyview.dorset.sch.uk or on 01202 659179
How does Henbury View First School know if my child needs extra help?	Children are identified as having special educational needs through a variety of ways including the following: • All children are assessed each term and results are recorded into a central database. Progress is tracked by the class teacher and Senior Management Team (SLT). • Child performing significantly below age expected levels • Concerns raised by parents • Concerns raised by teacher, for example behaviour or self-esteem is affecting performance • Liaison with external agencies eg Educational Psychology Service • Health diagnosis through paediatrician • Liaison with previous school or setting, if applicable. Please see our SEND policy on the website for further details of how children with SEND are identified and assessed. https://www.henburyview.dorset.sch.uk/
What should I do if I think my child has special educational needs?	Talk to us – in the first instance contact your child’s class teacher. They will share your concerns with the SENCO – Mrs Wall. She may contact you to make an appointment and discuss your concerns further. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.
How will school support my child?	• The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area • The SENCo and Head teacher oversee the progress of any child identified as having SEND • If a child has been identified as having a special need they will be given an Individual Education Plan. Targets will be set with parents/carers according to the area of their need. These will be monitored regularly by the class teacher, SENCo and parents and copies given to parents for review • There may be a LSA (Learning Support Assistant), HLTA (Higher Level Teaching Assistant) or specialist teacher learning with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child’s bespoke programme of learning and is reviewed and updated during termly IEP conversations • Some of the teaching assistants in school specialise in a specific area, these staff may work with the class teacher to plan a specific intervention to meet a child’s needs or they may work with the child themselves • If recommended, specialist equipment may be given to the pupil, e.g. writing slopes.

Who will explain my child's needs and progress to me?	We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly. • The class teacher will meet with you formally on at least a termly basis (this could be part of parent consultation meetings or separately), in order to discuss your child's progress and the support that they are receiving. • Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this. • An appointment can be made with the SENCo to discuss support in more detail if required. • Individual Education Plan (IEP's) will be shared with you and your child (age appropriate) termly in 'IEP meetings'.
What support do you have for me as a parent to support my child?	The class teacher or the SENCo can offer advice and practical ways that you can help your child at home. • The class teacher may provide a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared. • If your child is on the special needs register, they will have an 'IEP' which will have individual targets linked to their barrier to learning. This will be discussed with you on a termly basis and you will be given a copy of the IEP. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed. • We also invite parents to 'Parent Curriculum Events' in school, where we explain how we teach certain areas of the curriculum. • If your child has complex special educational needs or a disability they may have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress, in line with LA guidance. Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.
How will the curriculum be differentiated to match my child's needs?	• The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school • All learning activities within class are planned and adapted, so that all children are able to access learning according to their specific needs. This may be through use of scribes, orally recording their learning, illustrating their learning. • The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate • Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon • The SENCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times • The governor responsible for SEND also meets regularly with the SENCo. They report on their visit to the governors to keep them all

	informed with school or LA (Local Authority) information • The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.
How does the school know how well my child is doing?	• As a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a half-termly basis • The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year R through to Year 4 – this is reported to Governors on a termly basis. • Pupil Progress Meetings are held each term between each class teacher and the Head teacher.. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed. • When a child's Individual Education Plan is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress. • Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example BPVS, PHAB and various standardised assessments, such as Single Word Reading/Spelling • The Head teacher and SENCo report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the SENCo and attends briefing sessions.
What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?	All children have a trusted adult within the school, this is usually their class teacher. Pupils are also able to gain support from a key adult within school should they need it. Some pupils need further support through ELSA /MHST. This might be in the form of a regular weekly one-to-one session where your child would be able to talk about any difficulties they might be having and learn additional skills to help them to cope with situations they may be struggling with: or it could be a one off session as required. All adults in school alert SLT if they feel that a child is not thriving. • The school entrances are staffed with adults who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day. • Breakfast club is offered in school to help children socialise, develop life skills and independence. It also helps children start the day in a positive way. • The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service. • We have a member of staff; Miss Hunt who are trained in ELSA (Emotional Literacy Support Assistant). They are able to individually assess children and provide a tailored programme for emotional

	support. • Our Family Support Worker (Mrs Saunders) has been trained in Trauma Informed Practice. She delivers short term intervention, usually 6-8 weeks which supports pupils in identifying strategies to control their emotions, supports pupils in developing their confidence and provides a 'listening ear' service for pupils who might be experiencing specific difficulties. Her role is to liaise with parents and carers to develop their own strategies at home. • We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. • We also work closely with the NHS Schools Mental Health Team who can help support the needs of pupils who might need specialist support. • As a nurturing school, all our vulnerable pupils are known to staff.
How does the school manage the administration of medicines and personal care?	• The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office • Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office • On a day-to-day basis, the administrative staff oversee the administration of any medicines. Another member of staff will always witness any administration. • As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations • There are many staff hold first aid qualifications, which are updated regularly • If a child requires personal hygiene care this will be managed through an individual care plan.
What support is there for behaviour, avoiding exclusion and increasing attendance?	• We have a positive approach to behaviour management with a clear Behaviour policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times. • The attendance of every child is monitored on a daily basis by the administrative staff. Lateness and absence are recorded and reported to the Head Teacher who may involve Children's Services if there any major concerns. The Head teacher will also report all this information to the Governing Body. • If a child is at risk of exclusion a Pastoral Support Plan (PSP) or a Behaviour Response Plan (BRP) is written with the child and parents to identify the specific issues and reflect the relevant support and targets in place. • After any serious behaviour incidents we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and

	improve their behaviour. The behaviour and attendance policy can be found on the school's website at; http://www.henburyview.dorset.sch.uk/policies/
How will my child be able to contribute their views?	- Children who have Individual Education Plan discuss their progress and targets when these are reviewed (age appropriate). - If your child has an EHCP, their views will be sought before any review meetings (as is age appropriate) - Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning - All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers.
What specialist services and expertise are available at or accessed by the school?	- Our SENCo has achieved the national SENCo accreditation - Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND - The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required - A child at Henbury View First School may also receive support from outside agencies: - Community Paediatrician (who may complete an assessment of medical needs and provide a diagnosis) - Community Doctor (who may complete the initial check for any medical needs and provide advice to parents) - School nurse - Occupational Therapist (who may complete an assessment and provide a programme of support for a child's fine motor development for the school to follow) - Physiotherapist (who may complete an assessment and provide a programme of support for a child's gross motor development for the school to follow) - Manual Handling Advisor (who trains staff to manage the movement of children safely) - Speech and language Therapist (who may complete an assessment and provide a programme of language support for the school to follow) - Speech and language Assistant (who may come into the school for a short period of time to support a child's language development and to train TAs to deliver a programme of support) - CAMHS Worker (who may support a family where a child is experiencing emotional/mental health difficulties) - Locality Team Worker (who may for instance support a family where attendance is an issue) <i>An educational psychologist is allocated to our school. He/she will normally only work directly with pupils whose needs are felt to be considerable and have not responded well to the interventions previously put in place for them. This involvement is planned for in consultation with the parents/carers, class teacher and SENCO.</i> <i>In order to help with the pupil's educational needs, the EP will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the</i>

	<i>school and parent/carer on how to best support the pupil and take their learning forward.</i> All referrals to outside professionals are made in discussion with parents.
What training have the staff supporting children with special educational needs, had or are currently having?	All staff receive regular training and updates from the SENCo, the educational psychology service, local special schools, Hamwic Academy Trust and other outside agencies. Recent training has included ELKAN, autism, mental health and well being, behaviour. School nursing team provide training on epilepsy and epi-pen annually. • All of our teaching assistants have had training in delivering Read, Write, Inc. and some other reading, spelling, phonics and multi-sensory programmes. • We have several members of staff who have had training in delivering Speech and Language programmes planned by a Speech and Language Therapist. • SENCo is Elkan trained. • SENCo is a Mental Health First Aider. • The whole staff were trained by Amanda Press, Speech & Language therapist on how Autistic Spectrum Disorder (ASD) impacts on a child's learning and behaviour • Many members of staff have received training directly from special schools on teaching strategies to support children with Autistic Spectrum Disorder. • All Staff have received training on the Graduated response to meeting the needs of all pupils. • Selected staff have received training from Beacroft Special School via their outreach support service on supporting children with ASC • Members of staff have completed the Early Bird Plus programme at Beacroft Special School to support families who have children with a diagnosis of ASC. • All staff have received Sign Along training.
How will my child be included in activities outside the classroom including day and residential trips?	We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful for your child. It might be appropriate for a parent/carer to accompany a child on a school trip, depending on the child's individual needs. A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.
How accessible is the school environment?	• The main buildings are all on one level and are wheelchair accessible • There is 1 disabled toilet, which is large enough to accommodate changing and personal hygiene care • The school building is decorated and maintained to support children who are visually impaired • There are wide door openings in some parts of the building • The hall has sound boards that reduce/absorb noise For further information, please see the school's accessibility policy on the website

Arrangements for LAC (Looked After Pupils).	We ensure that LAC pupils are not disadvantaged in any way, that they access the same opportunities as their peers. Careful monitoring ensures that the pupil fulfils their potential. A PEP (Personal Education Plan) this is reviewed termly to ensure that it reflects the learning needs of the pupil. The PEP sets short-term and long-term goals for education, plans for the future (including your plans for your future career and your personal aims) and how your teachers, carer, social worker can help you meet your goals.
Who can I contact for further information?	• If you wish to discuss your child's educational needs please arrange to speak to the class teacher in the first instance, who may then refer you to the SENCo • General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website • Further information is available from the SENCo, Head teacher or, in exceptional circumstances, the SEN Governor. • The school has a complaints policy, which is available on the policy page of the school website • You might also wish to visit the following websites: ○ Dorset County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at: ○ https://www.dorsetforyou.gov.uk/childrens/sen-disability/local-offer ○ Henbury View First School's Local Offer can be found at: http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/service.page?id=hZVgY7HkyJk&localofferchannel=0
Who should I contact if I am considering whether my child should join the school?	Please contact a member of the Office Team for further information about the school and to arrange a meeting with the head teacher. Tel: 01202 659179 office@henburyview.dorset.sch.uk
Concerns and complaints	Any complaints regarding SEN provision should be made directly to the SENCo who will respond by telephone within a week. If parents are still concerned then the complaints procedure as set out on the school website.
Other information	What else do you think parents would like to know about your school? For further details see our SEN policy and school prospectus on the school website. We welcome parents to have a visit and discuss their child's needs further.
Completed by (Name and Position)	Mrs Sally Wall SENco
Date Completed:	1st September 2025
Who should I contact if I am considering	Please contact a member of the Office Team for further information about the school and to arrange a meeting with the head teacher. Tel: 01202 659179 office@henburyview.dorset.sch.uk

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