# Hutton CE Primary School

# Special Educational Needs and Disabilities Information Report

## September 2026

*‘ Access to opportunity for every child – empowering them to be ambitious, compassionate, and ready to make a positive difference.’*

*'I can do all this through him who gives me strength' Philippians 4:13*

KALEIDOSCOPE
Multi Academy Trust

1. What kinds of special educational needs does the school make provision for?

Hutton CE Primary School is a wholly inclusive mainstream establishment, which caters for the individual needs of both staff and children. We provide a supportive curriculum with high quality provision that meets the needs of every pupil allowing them to access a curriculum appropriate to their learning and needs. We strive to provide high quality provision across the 4 broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Heath (SEMH) and Sensory or Physical.

2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

You know your child better than anyone else, so if you have any concerns about their learning, behavior or progress, talk to their class teacher in the first instance to share your concerns. Likewise, the class teacher would contact and speak to parents if they had concerns regarding SEND.

School will identify the needs of pupils with possibilities of SEND as early as possible following the KMAT SEND Identification and Provision Pathway. This is most effectively done by gathering information from all involved in the care of the child including parents, education, health and care services and from pre-school settings/child minders who feed into the school prior to the child's entry into the school.

School will monitor the progress of all pupils. This process helps with the identification of pupils with possible SEND. This involves clearly analyzing the pupil's needs using the class teacher's assessment and experience of working with the pupil; details of previous progress and attainment; comparisons with their peers and national data; as well as the views and experience of parents and observations by staff in school. The pupil's views and, where relevant, advice from external support services, will also be considered. Parental concerns will be used and compared with the school's information and assessment data on how the pupil is progressing.

If your child is identified as having difficulties making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need to receive.
- Discuss with you any referrals to outside professionals to support your child's learning.
- If required, set up an Individual Education Plan (IEP) to set small set outcomes to help your child progress.

If you have concerns about your child's progress you should speak to your child's class teacher initially. Information from this will be shared with the SENDCO or relevant member of the Inclusion Team where necessary.

There may be circumstances where you need to discuss your concerns with the SENDCO or Executive Headteacher directly.

3. a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This will include feedback from review meetings and pupil conversations.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The Senior Leadership Team regularly reviews the progress made by key groups of learners, including those with SEND, and if needed discusses strategies with class teachers that they can use to encourage all learners to access their learning and progress.

Each term, provision timetables will be produced for staff to identify how support is given throughout the school. This provision will then be reviewed and evaluated by those who deliver the interventions and then monitored by the Senior Leadership Team to identify which interventions are to be used to successfully support pupils to achieve academic and wider outcomes. Regular Learning Walks, Key Stage meetings, Pupil Progress Data Meetings, regular discussions with Learning Mentor and Speech and Language TA all form part of these evaluations. All Provisions are logged after each session and then evaluated termly using Provision Map in line with our KMAT SEND policy.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCo, Executive Headteacher and SEND Governor and information is gathered from different sources. This will be collated and published by the governing body of the school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

b) How will both the school and I know how my child/young person is doing and how will the school help me to support their learning?

All parents are kept up to date with their child's progress through annual reports, parents' evenings and in most cases regular interaction with the class teacher through informal conversations.

In some cases, there may be additional meetings to discuss Individual Support Plans, Individual Education Plans or Individual Behaviour Plans, which will be put in place and reviewed regularly with the child, parent, class teacher and In some cases the SENDCo to help the child overcome any barriers to their learning and for them to continue to make progress. Any child who has an Individual Education or Behavior Plan, will have their plan reviewed in Terms 2,4 and 6. Parents will be invited to meet with the class teacher, and SENDCo if required, to review outcomes and set new outcomes for the coming term. This will also be a chance for a discussion around current provision and if any further support/outside agency support may be required. This is inline with our KMAT Identification and Provision Pathway.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are sometimes invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child by their class teacher.

The SENDCO will liaise with the SEND Governor to discuss general SEND issues and provision.

c) What is the school's approach to teaching pupils with special educational needs?

We believe in providing a well-rounded and inclusive curriculum, which is accessible and supportive to all. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. We also believe in providing additional opportunities for all of our children, which are not part of the curriculum, to enrich their experience at Hutton CE Primary School.

Our SEND aims are:

- To provide all our children with a broad and balanced ambitious curriculum that is scaffolded to the needs and ability of the individual.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make appropriate, ambitious and effective steps of progress.
- To ensure all pupils take a positive, full and active part in school.

To meet their targets the School will:

• Identify the needs of pupils with SEND as early as possible.

• Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are continuing to make good progress.

• Make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum or a level of learning that is appropriate to their ability. This will be co-ordinated by the SENDCO, Inclusion Team and Senior Leadership Team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and pupils' needs are catered for.

• Work with parents to gain a more rounded understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.

• Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone.

• Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular meetings between pupils and their teacher and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life .

## d) How will the curriculum and learning be matched to my child/young person's needs?

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, and as far as possible, inline with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents and outside agency support, for other flexible arrangements to be made.

Class Teachers plan and scaffold lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. We focus on Quality First Teaching, which ensures that Class Teachers are providing an inclusive and effective standard of education for ALL children in their class.
Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
Specific resources and strategies will be used to support your child individually and in groups in accordance with their needs.
Planning and teaching styles will be adapted to cater for the learning needs of all children.

Provision for individuals will give consideration to the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including, as appropriate, sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated and inclusive.
- Providing individual or group support where it is felt that pupils would benefit from this provision.
- Setting appropriate individual outcomes that motivate pupils to do their best, and celebrating achievements at all levels.

e) How are decisions made about the type and amount of support my child/young person will receive?

All pupils with SEND, who are on the SEND register, will be supported in line with the North Somerset SEND funding model. Children on the SEND Register and those with an EHCP funding level A-C will be funded directly from our schools 'Flexible' pot. This money is delegated to the school and can be used by the school to support all the children on the register and is not allocated directly to a pupil. If your child has an EHCP and has a funding band of D, E or F, this funding is allocated to support your child's prevision directly.

Additional funding can now only be accessed by a child who is in receipt of an Educational Health Care Plan (EHCP). Any child who is currently in receipt of previous additional funding (TUF) will continue to receive this, until the end of the agreed period it was originally given.

Additional funding is allocated on the needs of the child and the provision set out within the EHCP. This funding is allocated to ensure that the provision within the EHCP can be effectively carried out by the school.

The Senior Leadership Team of the school including the Executive Head Teacher and SENDCO determine how allocated resources are used to support individual pupils by discussing all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected.
- support from home during and after the programme has finished. This will be guided by the Class Teacher or SENDCO, through the Individual Support Plan and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed. Other funding and resources are also available for some pupils via Pupil Premium.

f) How will my child/young person be included in activities outside the classroom, including school trips?

All pupils, regardless of need, are included in all aspects of school life. All activities outside the classroom, including school trips and residential visits, are carefully selected and planned to ensure that every pupil can access them to the best of their ability. Separate Risk Assessments may be required and adaptations made to ensure that all children can access activities and trips appropriately and safely.

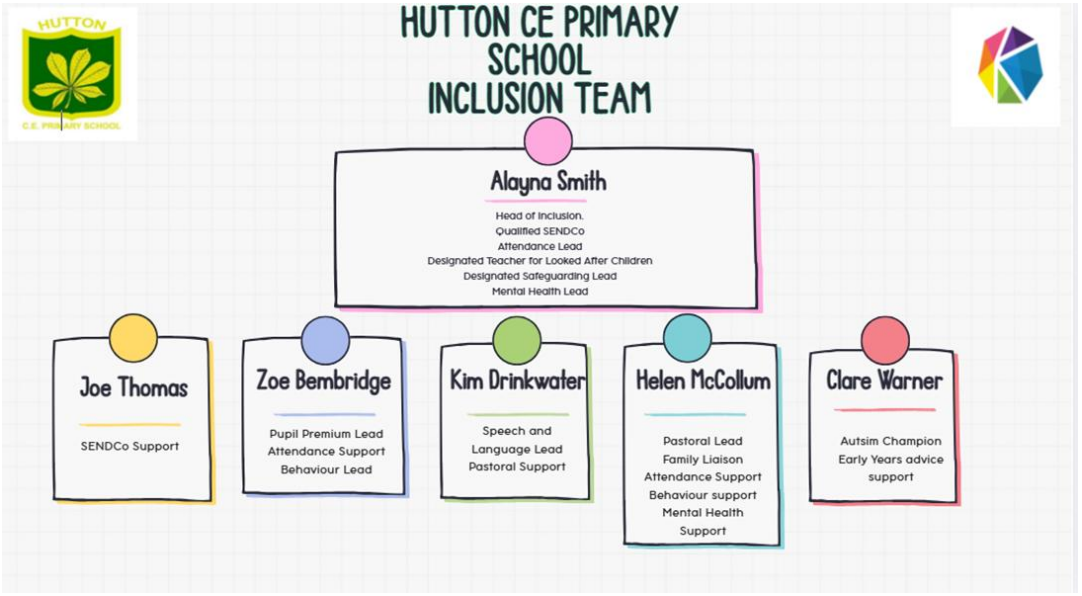
g) What support will there be for my child/young person's overall well-being?

The school's curriculum is well rounded and includes the development of spiritual, moral, social and cultural awareness and understanding. For pupils with emotional or behavioural difficulties, specific one-to-one or small group support may be put in place to support their social skills

At Hutton we have an inclusive, caring, Christian ethos and we pride ourselves on providing additional opportunities for children that they would not normally get in an educational environment. These opportunities are inclusive and resources/ staffing may be adjusted to ensure that children with specific needs can access them with their peers.

4. Who is the school's special educational needs and disabilities co- Ordinator (SENDCo) and what are their contact details?

The school's SENDCo and Mental Health Lead is Mrs Alayna Smith. The Learning Mentor and Pastoral Lead is Mrs Helen McCollum. Mrs Kim Drinkwater is our Speech and Language TA. All can be reached via email at SENDCO@hutton.kmat.co.uk or by phoning the school on 01934 812852.




5. a) What training have staff supporting special educational needs had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCO, Mrs Smith, is a qualified, SENDCO trained and attends relevant SEND courses, SEND cluster meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. Mr Thomas is undertaking the SENDCo qualification.

The SENDCo, Learning Mentor and Speech and Language TA are fully trained Trauma Informed Practitioners.

We recognize the need to train all our staff on SEND issues and we use funding available to support this professional development. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through

the use of provision management.

## b) What specialist services and expertise are available or accessed by the school?

The school continues to have strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought

to the attention of the SENDCO who will then inform the child's parents.

Hutton CE Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with the following:

- SSE Educational Psychology Service
- Children's Social Services (where appropriate) Also Safeguarding leads, Mrs Smith, Miss bembridge and Mrs McCollum.
- Early Help – The Family Wellbeing Team
- Speech and Language Service
- Schools and Families Specialist Services (includes departments specialising in different areas of need, including Autism, sensory impairments and cognitive learning difficulties)
- Specialist Outreach Services
- School Nurse
- Occupational Therapy
- Physiotherapy
- Community Pediatricians

Representatives from voluntary organizations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

## 6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?

Some parts of our school building are accessible to children with physical disabilities.
We ensure, where possible, that equipment used is accessible to all children regardless of their needs.
After–school and extra-curricular activities are accessible for children with some areas of SEND with prior discussion with the staff running the club and with appropriate ratio's as possible.
Where children need additional resources to access the curriculum, this will be provided by the school, or if required to support children with a specific need, some resources may be provided by the supporting outside agency, such as physiotherapy or occupational therapy resources.

7. What do I do if I have a concern or complaint about the SEND provision made by the school?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCO who will discuss your concerns with you. If then not satisfied, they can

speak to the Executive Headteacher. If after this it is required, parents may ask the school for details of their formal complaints procedure.

8. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

   The Governing Body has delegated the operational responsibility of coordinating involvement of other services to the Executive Headteacher and SENDCO. This is fed back and evaluated regularly with the school's SEND Governor.

9. How does the school seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

   If your child has medical input and outside agencies are already liaising with you as a family, then where appropriate, we will meet with them as a school to ensure that we are providing the best possible education for them in line with their needs. Parents may be invited to these meetings where they are a review of the child's development.

   Parents will meet with any organisations or services involved with their child through regular review meetings where agencies have been invited in through agreement between home and school. If a child has recently been assessed as having a special educational need or disability, school will provide contact details for the appropriate services or organisations to parents. Where necessary, referrals will be made to outside agencies, with parental consent, to access additional support for pupils.

   Both the school SENDCO and Learning Mentor are available to support parents. We understand that having a child with SEND can be challenging and aim to make things as straightforward as possible for the child and their family.

   General information regarding support services for parents or carers and additional information on ASD, Dyslexia and other SEND issues can be found on the school website.

10. How will the school prepare my child/young person to:

i) Join the school?

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.

- If your child is moving to another school:
  - We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.

In some instances the SENDCO/Class Teacher will go and meet with the new school to discuss the needs of the pupil.

- When moving classes in school:
  - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All ISPs,IBPs and IEPs will be shared with the new teacher.
  - If your child would be helped by a passport to support them understand moving on then it will be made for them.

- In Year 6:
  - The SENDCO will discuss the specific needs of your child with the SENDCO of their secondary school.
  - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
  - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

12. Where can I access further information?

North Somerset Local Authority has now published its Local Offer on its website, outlining the support it can offer children and young people and their parents. This information can be found at http://www.n- somersetcsd.org.uk and scroll down using the top menu to 'Disability, Special Needs and the Local Offer'

Further information can be found on the school website at
www.huttonceprimaryschool.co.uk

More details about recent reforms and the SEN Code of Practice can be found on the Department for Education's website at www.education.gov.uk/schools/pupilsupport/sen