



## SEN Information

We are committed to welcoming any child to Hopping Hill regardless of disability, special educational need, or additional need, where mainstream schooling is deemed appropriate by advisory professionals

We understand that children can have a special educational need at different stages of their school life; the code of practice defines this as follows:

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or young person has a learning difficulty or disability if he or she:*

- a.) Has a significantly greater difficulty in learning than the majority of others the same age, or*
- b.) Has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others the same age in mainstream schools or mainstream post-16 institutions”*

Where a child's progress is significantly slower than that of their peers, or falls below their previous level, despite high quality teaching and interventions targeted at specific areas of difficulty, it may be that the child has SEN. In such instances, information will be gathered, including parental views (and where possible the child's) as well as teachers, other staff and assessment data. There can be many reasons for children not maintaining performance, which can include absences, changing schools frequently, English not being their first language, or other worries and issues that affect their learning. These factors can make those affected vulnerable, however this does not mean that all vulnerable learners have SEN.

Contact details for our SENCo are as follows:

Liz Doughty

Contactable via the school office on 01604 751625

Email: [senco@hopping.northants-ecl.gov.uk](mailto:senco@hopping.northants-ecl.gov.uk)

We aim to ensure that all pupils are equally valued and are able to access a broad and balanced curriculum which is differentiated to meet individual needs and abilities. We pride ourselves on developing strong communication links between teachers, support staff, children with SEN, parents and external agencies while also working successfully within our local cluster of schools sharing best practice. We have a strong commitment to developing the skills and expertise of staff working with children who have SEN and across school.

Our curriculum is differentiated and when intervention support is deemed appropriate, this is planned in to enable the child to engage as necessary. We have an inclusive ethos in school and SEN children are included in all activities, where this requires adult supervision, help, or physical support, this is also provided.

Regular meetings and reviews keep parents up to date and involved in their child's education and progress. These also provide an opportunity for parents to seek advice and address any concerns they may have. Where appropriate children are involved in meetings, but all children have an opportunity to share their views while spending time with the SENCo

Through close working with our local secondary schools during transition all vulnerable and SEN children are identified and targeted with additional transition opportunities in order to prepare them for the next phase of their education. Children requiring support with their social and emotional development are targeted and supported through planned learning mentor sessions throughout their time at Hopping Hill Primary School.

Links with external agencies, such as portage, provide the support and advice we need to provide and maintain equipment necessary for children to access their learning environment.

We engage fully with many services in order to support children and meet their needs, including:

Portage  
Sensory Impairment Team  
Teacher of the Deaf  
Teaches of the Visually Impaired  
MSI Teacher  
Educational Psychologist  
Social Services  
School Nursing Service  
School Pediatrician  
Speech Therapy  
Occupational & Physio Therapy  
Early Help Team  
Autism Outreach Team  
CAMHS  
Epilepsy and diabetes nurses

Professional advice, support and reporting is sought as required for meetings to ensure the needs of children and their families are met

Staff receive relevant training to support children they work with in order to ensure needs are met, where appropriate and required, external providers are brought in to offer whole school training, particularly for new conditions

Through assessment and tracking of pupil progress we are able to monitor progress in the same way for all children. The SENCo and SLT regularly review practice and procedures to ensure that children are equipped to make progress and ensure staff training is kept up to date to meet the needs of the individual children.

We value parental engagement and understand that on occasion parents may not be completely happy with a certain strategy, however through our links with external agencies we are able and always willing to seek guidance and advice to ensure that we are meeting the needs of the child to ensure they are receiving the best opportunities.

Our highly motivated, supportive and professional Family Support Team provide leaning mentor support to children in school who are experiencing difficulties with any aspect of their lives. This role provides the access to external service and is often the first step in highlighting wider issues. The team are on hand every day to offer advice and support and to passport parents to external services if needed. They provide a vital role in school in helping the whole family.

The Local Authority local offer can be found at the following link:  
[http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer#\\_ga=1.97445467.510406481.1435746737](http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer#_ga=1.97445467.510406481.1435746737)

Under our entry, we have included our Inclusion policy for reference