



Special Educational & Additional Needs Information Report

Created November 2019

1st Update December 2021

2nd Update October 2022

Hornbill School's Mission

Our values led, multicultural school promotes a happy, safe & caring environment that is committed to helping all children experience success, whatever their background or abilities. Our children build their learning power as part of a learning community in which they all become resilient & self assured whilst achieving the highest standards in all they set out to do. The health, safety and wellbeing of every child is our paramount concern.

Building Learning Power

Hornbillers are caring, courteous citizens of Hornbill School who are powerful learners because of their: **curiosity, creativity** and **courage** and their **reflective, resilient** and **energetic** ability to **communicate** and **explore**.

Information

Before any child currently in an educational setting arrives in Brunei educational clearance must be sought to ensure that their educational needs can be met. We have access to certain resources and extra support but this is not extensive and if your child has an additional need which means that they may require access to additional provision this may not be able to be met at Hornbill School due to our remote location.

The kinds of SEND (Special Educational Need and Disability) that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, supporting speech and language difficulties
- Cognition and learning, for example, dyslexia friendly approaches
- Social, emotional and mental health difficulties, for example, PSHE lessons and attention difficulties support strategies
- Sensory and/or physical needs, for example, visual impairments, hearing impairments

Identifying pupils with SEND and assessing their needs:

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment **will not automatically** mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents:

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and copies given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes:

We follow the **graduated approach** and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO (Special Educational Needs and Disability Coordinator) to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood:

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

If the child is moving from year group to year group here at Hornbill there will be a wide variety of transition activities including step up sessions, new teachers going to visit children in their existing class and inviting parents in for story times in the new class. We also hold a transition staff meeting to enable teachers and LSAs to do a full handover of their class to the new teacher.

The Children's Wellbeing Officer works closely with both groups of children namely any children leaving us to go to other schools as well as b) any who are new to Hornbill school and ensures that they are fully familiarised with either where they are going or what to expect at Hornbill School depending on the group.

Children transitioning in to Hornbill School have a tour of the school with the Deputy Headteacher and have induction sessions with their Learning Phase Leader and the Children's Wellbeing Officer. They also take home a buddy passport on their first day which has basic details on it to share with their parents.

Our approach to teaching pupils with SEND:

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following:

- ELSA
- Lego Therapy
- Numicon Intervention
- Gross and fine motor skills
- Speech and Language Interventions
- Sequencing and memory Interventions
- Phonics
- FFT
- Speech Link Interventions
- Language Link Interventions

Adaptations to the curriculum and learning environment:

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, additional adult support, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning:

Additional adult support will be provided in classrooms dependent on the needs of individuals or groups of children. The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required.

We have learning support assistants who are trained to deliver interventions such as the ones listed above.

We work with the following agencies to provide support for pupils with SEND:

- PCMF
- Health Visitor

- Educational Psychologist (remote provision)
- Speech and Language Therapist (remote provision)
- BFSWS

Expertise and training of staff:

- Our SENDCo and teachers all have experience of working with and supporting children with SEND
- Our LSAs are all trained to deliver specific support programmes and work under the guidance of the SENDCo and support services
- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND

Equipment and facilities:

- It is our intention that children with SEND will have access to the appropriate resources needed in order to help them to make progress.
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Evaluating the effectiveness of SEND provision:

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing SEND pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after an agreed number of weeks
- Using pupil questionnaires/pupil voice
- Asking for parental views
- Monitoring by the SENDCO and Senior Leadership Team (SLT)
- Using provision maps to monitor impact
- Using in-school progress data to monitor progress
- Holding annual reviews for pupils with SCANs

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND:

- All of our extra-curricular activities and school visits are available to all our pupils, including our ELO's
- All pupils are encouraged to go on our residential trip(s)
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND

Our accessibility plan can be found on our website.

Support for improving emotional and social development:

We provide support for pupils to improve their emotional and social development in the following ways:

- We are an inclusive school that holds a child's development as a rounded individual as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- There are regular whole school events and teaching around the subject of bullying and this is clearly accessible to parents in our behaviour policy.

Working with other agencies:

As a school we work closely with any external agencies that we feel are relevant to supporting individual childrens' needs within our school including: educational psychologist, speech and language therapists, GPs, health visitors, and paediatricians

Complaints about SEND provision:

Complaints about SEND provision in our school should be made to the SENDCO or Headteacher in the first instance. They will then be referred to the school's complaints policy.

Contact details for raising concerns can be found in the schools complaints policy and in our parent handbook under Open Door Policy

Contact details of support services for parents of pupils with SEND can be found on the HIVE website and in the Garrison Local Offer distributed via the LSCB.

Monitoring arrangements

This information report will be reviewed by the SENDCO/SLT **every year**. It will also be updated if any changes to the information are made during the year.

Links with other policies and documents

This policy links to our policies on:

- Special Educational Needs and Disability
- Accessibility plan
- Behaviour
- Learning

Approved by:	Sujata Dewan (SENDCo)	Date: 9 th December,2021.
Last reviewed on:	October 2022	
Next review due by:	October 2023	