



Hornbill School Brunei

Special Educational & Additional Needs Information Report Statement of Intent

At Hornbill School, we believe all children deserve the very best possible start and we aim to enrich the lives of all our pupils. Hornbill is dedicated to providing the best education for all, and the brightest future. Our mission to promote a happy, safe & caring environment committed to helping all children experience success, whatever their background or ability, is at the heart of everything we do. This is from an inspirational curriculum which gives children experiences on which to base their learning and their future life choices, to a strategic staffing, recruitment and CPD plan which ensures that all teachers and staff members can improve, not because they are not good enough but because they can be even better (Dylan William).

All children with Special Educational Needs and Disabilities (SEND) are welcome at Hornbill Primary but as a remote location, it is vital that care is taken to ensure that the location is right for each child. Before any child currently in an educational setting arrives in Brunei, educational clearance must be sought by Defence Children's Services. 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. We

endeavour to ensure that support is provided to each child who has SEND requirements with well thought out strategies to overcome any barriers to achievement. Hornbill is a fully inclusive school providing an outstanding and caring education so all pupils can achieve their potential.

Parents/Carers and pupils are fully involved and the progress of children with SEND is monitored towards meeting specifically identified goals and targets. We use specialist strategies, which include a strong commitment towards training and developing all teachers and Learning Support Assistants in their understanding of SEN to ensure that everyone is a 'teacher of SEN'.

Excellent care, guidance and support contributes significantly to pupils' personal development to make them all feel safe and secure and make the best possible academic and personal progress.

Our school will:

- Have a designated SENCo who is part of the Senior Leadership team and who has completed the National Award for SEN Coordination.
- Have a named Governor for SEN.
- Have a SEN Information Report and SEN policy. These will be available on the website and reviewed yearly by senior leaders and Governors.
- Contribute to SEN reviews.
- Ensure pupils with SEN have full access to extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure the school has a reporting mechanism for SEN.

In addition, we will use the following guiding principles as part of our work in supporting children with SEN:

- First, all staff are aware of the SEN students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every student with SEN is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We develop SEN students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.

- We address financial and practical barriers to learning and enrichment: we provide essential equipment where necessary for SEN pupils.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Contact Details

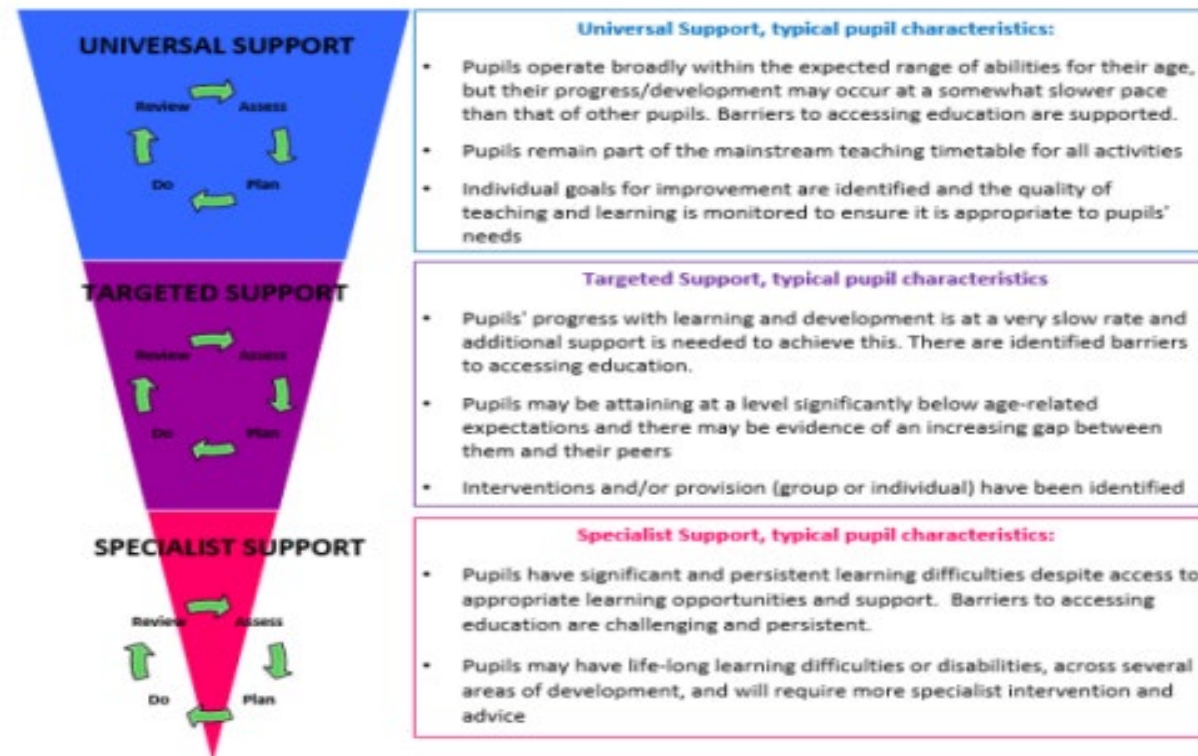
Special Educational Needs Coordinator (SENCO)	Mrs S Dewan hornbill.office@modschoools.org
Staff member with overall responsibility for pupils with Medical Needs	Mrs C Neal hornbill.office@modschoools.org
SEN Governor	Mrs J Moreford
Where is the Local Authority's Local Offer published?	
Contact details for support services for parents of pupils with Special Educational Needs.	

What kinds of special educational needs are provided for at Hornbill School?	<p>Hornbill is a mainstream, inclusive school for children aged 3-11 that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014). A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice, 2015, p.94) There are four broad areas of need for children with SEND. Trained and experienced staff are able to support learners who may have difficulties with:</p> <ul style="list-style-type: none"> • Cognition and Learning • Speech, Language and Communication needs • Social, Emotional and Mental Health • Sensory and/or Physical Difficulties
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	<p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Children with SEN, either with or without an Education and Health Care Plan, are welcome to apply for a place in school in line with the school admissions policy and MASO process.</p>
<p>What are the policies for identifying children with SEND and assessing their needs?</p>	<p>We have highly trained teachers and Learning Support Assistants who can identify and help support children who are experiencing any difficulties and the SENCO coordinates this work across the whole school. All children are different so every child is unique with their learning journey. Class teachers continually track the progress of all children in their class. They have daily discussions with classroom support staff to ensure every child is meeting their potential as well as monitoring written work and regularly observing children during their learning. Class teachers and Learning Support Assistants can discuss any concerns they have as and when needed with the SENCO, and all teachers have termly Pupil Progress meetings.</p> <p>There are many ways that we may identify a SEND for example:</p> <ul style="list-style-type: none"> • Liaising with all Nursery providers and other primary schools to ensure that information on children transitioning into the School is shared effectively. • Teachers and Nursery Practitioners carry out regular assessments, so that they are able to quickly identify any child who is experiencing particular difficulties. • Parents may raise concerns about their child. • Other professionals working with a child outside of the school may raise concerns or highlight a specific need. • Pupils views • Review attendance and exclusion data for students with SEND
<p>How does Hornbill School evaluate the effectiveness of the provision for children with SEND?</p>	<p>Subject leaders and the SENCO measure the effectiveness of provisions made for pupils as part of their subject monitoring cycle. This will include learning walks, book looks and pupil conferencing.</p> <p>Interventions will be monitored by the Classroom teacher and SENCO and where necessary, appropriate additional training will be provided to staff running interventions.</p> <p>If a child is supported through the 'Team Around the Family' process or an 'Early Help Assessment', the multi-agency team working with the child will meet every 6 weeks to review progress against outcomes.</p> <p>Pupils with ISPs will have a termly review. Pupils with a SCAN will have an annual review where the progress towards outcomes and the appropriateness of provisions in Section E and F of the SCAN will be reviewed.</p> <p>Mrs Dewan reports regularly to the SGC and to the DCS SEN Lead. We have a Governor who is responsible for SEND, who attends meetings where possible, and whom reports to the SGC.</p>
<p>What are the arrangements for</p>	<p>As a school, we track and analyse children's progress in learning against age related expectations on a termly basis. The class teacher continually assesses children and note areas where they are improving and where further support is needed.</p> <p>Pupil Progress meetings are held each term with the class teacher and a member of the Senior Leadership Team. In these meetings, children who are not making at least expected progress are highlighted and a plan is created.</p>

assessing and reviewing children's progress towards outcomes?

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 detail. The Graduated Approach to Inclusion framework is used, along with the DCS SEND Tool kit to identify, assess and record and review the needs of children and young people requiring additional or special educational provision. There are three broad stages of support, all which are implemented using an Assess, Plan, Do, Review cycle. The primary aim of this framework, is to ensure that levels of support at an early stage, which are part of a school's universal offer, are implemented before a pupil progresses through to targeted or specialist levels of support.



For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to assess supportability (a MASO).

<p>What is our approach to teaching children with SEND and are adaptations made to the curriculum and the learning environment for children with SEND?</p>	<p>We have a highly ambitious and broad curriculum and we expect our SEND pupils to be fully involved in all lessons and extra-curricular activities. All Students, including those with special educational needs, are taught the school's broad and balanced curriculum. We passionately believe that all teachers are the teachers of children with SEND. High Quality Teaching is a non-negotiable for every child in our school. Our highly skilled teachers will use techniques such as scaffolding to ensure that all children are able to meet these high expectations. There is an expectation that teachers will be highly aware of the learning needs of all children and will ensure that the learning is coherently sequenced to SEND pupils needs, starting points and aspirations. All curriculum areas include retrieval practice and lessons are planned with cognitive overload in mind. Learning links build upon previous lessons and years and these links are made explicit to the children. Lessons are planned with scaffolds and we build in additional time for guided student practice to ensure there is a high success rate. We have minimised the amount of interventions and when they happen. The best teaching takes place in class and we do not want children missing out on any part of the curriculum as this could be a barrier to them achieving an aspiration for the future.</p> <p>What would high quality targeted classroom teaching look like for my child?</p> <ul style="list-style-type: none"> • The teacher would have the highest possible expectations for your child and all pupils in the class • That all teaching is built on what your child already knows, can do and can understand • Different ways of teaching are in place to ensure that your child is fully involved in all aspects of the lesson. • Specific strategies (that may be suggested by the SENCo or professionals) are in place to support your child to learn. • Your child's class teacher will have carefully checked on your child's progress and will have decided that your child has a gap/gaps in their knowledge and need some extra support to make the best possible progress. <p>The school recognises the importance of the findings by the Education Endowment Fund's summary of recommendations for SEN in mainstream schools and any in class support by Learning Support Assistants, adheres to their recommendations on effective deployment of Learning Support Assistants.</p> <p>Pupils with medical needs will be provided with a detailed Medical Care Plan, compiled in partnership with PCMF, hospital, specialist nurses and parents and if appropriate, the pupil themselves.</p> <p>We are fully committed to ensuring that the school is accessible to all children and will always be happy to discuss individual requirements where necessary. We have a number of ways in which it is accessible to all:</p> <ul style="list-style-type: none"> • Designated disabled parking space in the main car park • Accessible toilet facilities across the site • The school grounds and outdoor learning are accessible for all children. <p>Please see our Accessibility Policy for further details.</p>
<p>How are children</p>	<p>When a child has been identified with special educational needs, the class teacher will ensure that the child can access the curriculum appropriately and this will be discussed with the parents formally at Parents/Carers' meetings.</p>

<p>with SEND enabled to engage in activities available with children in the school who do not have SEND?</p>	<p>The SENCo will liaise with external professionals where appropriate and will work with staff to ensure that every child is able to access the curriculum. If appropriate, specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips or easy to use scissors.</p>
<p>What support does the school provide for improving emotional and social development?</p>	<p>All our staff know and care about all the children and their needs. Time within the curriculum is dedicated to fostering self-esteem and confidence. Our carefully planned induction process ensures that we can anticipate the medical, social and emotional needs of all children. We offer a variety of pastoral support for children who may be encountering emotional difficulties, starting with the support offered to children in class. This is achieved through a comprehensive curriculum for children’s spiritual, moral, social and cultural development. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is followed consistently by all staff. We view behaviour as a form of communication. The school is a very calm environment because of the clear routines and structures in place across the school.</p>
<p>What expertise and training do staff have to support children with SEND and how is specialist expertise secured?</p>	<p>We have a culture of sharing good practice and expertise which enables us to ensure that staff, have the skills needed to effectively support children with SEND. All the teaching staff are kept up to date with changes in SEND legislation and practice both nationally and locally. Our regular in-house CPD (continuous professional development) programme offers training around key aspects of SEND. We regularly audit and review staff training needs and provide relevant training to develop whole school staff understanding of SEND and strategies to support inclusive and high-quality teaching. The school uses its best endeavours to secure the special educational provision called for by any students’ needs. We also provide staff with information about effective strategies to use within their class and adhere to the principle that ‘All teachers are teachers of children with special educational needs’ to ensure that all teachers and staff are equipped to deal with a diverse range of needs. We work closely with external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills among the staff. All staff receive training when required. The SENCO attends DCS SENCO updates to keep abreast of current legislation and practices. There may be times when children require additional support from outside agencies to receive more specialised expertise; the agencies used by the school are:</p> <ul style="list-style-type: none"> • DCS Speech and Language Therapists (SaLT)

	<ul style="list-style-type: none"> • The DCS Educational Psychology Service • DCS Educational Welfare Officer • Social Care • Health Visitor
<p>How do we secure the equipment and facilities needed to support pupils with SEND?</p>	<p>As needs of students and cohorts are identified or change, specific equipment and facilities are bought as appropriate. A number of pupils have access to learning aids such as writing slopes, ergonomic pens, wedge cushions or pencil grips. Other pupils have been enabled through the use of technology to record their learning.</p> <p>Our schools are wheelchair accessible from certain points and we have disabled toilet facilities. We have an accessibility plan which is reviewed regularly.</p> <p>If appropriate we would access further support and advice from outside agencies and access additional funding from DCS if a child's needs exceed the funding available in our delegated budget.</p>

<p>How do we consult with the parents of children with SEND and involve them in their child's education?</p>	<p>From the very beginning of any child's educational journey with us, we work hard to engage parents and build positive home-school relationships. We know that parents know their children best and it is important that we, as professionals, listen and understand when parents express concerns about their child's development. Daily opportunities for contact are provided at the end of the school day. If a longer conversation is felt necessary then a time can be made with the class teacher. Arrangements can be made to speak in more detail to the class teacher or SENCo at any time by appointment or by emailing the year group account.</p> <p>Our universal offer also includes the progress of all children being reported to parents verbally three times per year and in writing through Annual Reports at the end of every academic year. These reports also include information about any intervention support the child is receiving.</p> <p>Parents of children with special educational needs are at the heart of the decision making process with regards to the provision for that child. Provisions are reviewed regularly with the parents. Children and parents of children with an ISP or SCAN will be invited to meet the SENCo to review progress. The views of the child and the parents/carers will form a key part of these discussions. In addition, if appropriate, the TAF (Team Around the Family) process allows for a close working relationship between the school and parents.</p> <p>We aim to ensure that the children are aware of the interventions that they are involved in, what the learning goals are, when they will take place and how well they are doing.</p>
<p>How do we consult with children with SEND and involve them in their education?</p>	<p>We use a child-centred approach where the views of the child are sought in ways appropriate to their age. Class teachers, teaching assistants and school leaders are always available to listen to children's opinions, questions and points of view. The SENCo spends time with individuals to gain their thoughts as part of the annual review and the TAF processes.</p> <p>Personalised targets are set, agreed and reviewed with children and their parents/carers.</p>

<p>What are the school's arrangements for handling complaints from parents of children with SEN about provision?</p>	<p>If a parent of a child with special educational needs has a concern regarding their child's provision, they would be encouraged in the first instance to speak to the class teacher. The class teacher can then involve the SENCo where necessary. A parent is also free to contact the SENCo directly. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication.</p> <p>Mrs Dewan is the Special Educational Needs Coordinator (SENCo). If you have any concerns regarding your child's learning, she can be contacted directly via the school email address, hornbill.office@modschools.org or an appointment can be made to see her through our admin team. If you would like to make a complaint, then please follow the school's Complaints Policy.</p>
<p>How do we involve outside agencies in meeting children's SEND and supporting their families?</p>	<p>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, AWS, GPs, health visitors, and paediatricians.</p>
<p>How will children be</p>	<p>A number of strategies are in place to enable effective pupil's transition. These include: On entry:-</p>

supported when moving to a new class or when joining or leaving the School?

- A planned programme of visits for pupils starting Nursery. Additional visits are arranged if needed. Parent/carers are usually invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine
- The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and the school SENCO, Mrs Dewan, will arrange to meet virtually with the receiving/previous school's SENCO.

Transition to the next class/Key stage

- The current teacher completes a transition meeting with the new class teacher.
- Historically, a transition morning is arranged to give pupils a chance to experience their new class before the new academic year starts. We know that early identification of possible problems is more beneficial to both the child and the teacher and these need to be addressed as early as possible.
- New class teachers will be invited to TAF, Annual Reviews and meetings.
- Bespoke transition plans will be put into place if required. This may be additional visits to the classroom when no one is in there, spending time playing games with the new class teacher or a transition booklet.

Transition to a new school in Year 6

- Transition days are generally arranged for pupils with SEN depending on need.
- The annual review in Y5 for pupils with an Education, Health and Care plan begins the process where parents are supported in making decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies where appropriate, to ensure information received is informative, with questions being answered.
- Accompanied visits to other providers may be arranged as appropriate.

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. Senior Leadership work 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. Special Educational and Additional Needs Information Report Children transitioning in to Hornbill School have a tour of the school with Senior Leadership.

<p>Where can I find out more information regarding on the services available for children with special educational needs or disabilities?</p>	<p>A glossary of SEND terms is included in the appendices of the SEND Code of Practice: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</p>
<p>Who are the best people to talk to in our school about my child's difficulties with learning, special educational needs or disabilities?</p>	<p>The Class Teacher is responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the SENCo know as necessary. • Writing ISPs, based on the smaller steps of progress needed for success and sharing and reviewing these with parents at least once a term. • Personalised high-quality teaching of your child • Ensuring that the School's Information report and policy is followed in their classroom for all pupils with SEN. <p>The SENCo is responsible for:</p> <ul style="list-style-type: none"> • Developing and reviewing the Schools SEN Information Report and Policy • Co-ordinating all of the support for pupils with SEN • Ensuring that you are: <ul style="list-style-type: none"> I) Involved in supporting your child's learning II) Kept informed about the support your child is receiving III) Involved in reviewing how your child is doing] • liaising with all other professionals who may be coming in to school to support your child • Updating the schools SEN Register and making sure that the records of your child's progress are kept up to date • Providing or sourcing specialist support for staff in the school, so they can help

children with SEND in the school to achieve the best possible progress.

The Headteacher is responsible for:

- The day to day management of all aspects of the school; this includes the support for pupils with SEND.
- The Headteacher will make sure that the SGC are kept up to date about issues relating to SEN.

The SEND Governor is responsible for:

- Making sure the necessary support is given for any child with SEND that attends the school.

Special Educational & Additional Needs Information Report

Approved by: Caroline Neal (Headteacher) and Sujata Dewan (SENCO)

Date: 14/12/2023

Last Reviewed: 14/12/2023

Next Review: 14/12/2024