

Hose Church of England Primary School



SEND Information Report 2025

"Whatever you do, work at it with all your heart" Colossians 3.23.

Headteacher: Lianne Hough

Chair of Governors: Emily Greasley

Written by: Headteacher

Review: September 2026

Contents

| | |
|--|----|
| What are Special Educational Needs? | 3 |
| Our aims for pupils with SEND | 3 |
| Hose Church of England Primary School SENDCo | 3 |
| How we involve parents, carers and families | 3 |
| How do pupils participate? | 3 |
| What is our approach to teaching?..... | 3 |
| What school policies do we have? | 4 |
| Our school procedures..... | 4 |
| How do we assess and review progress?..... | 4 |
| Measuring Effectiveness | 4 |
| Supporting Pupils Transferring | 5 |
| Help for your child | 5 |
| Additional support, equipment and facilities | 5 |
| Quiet Spaces..... | 5 |
| Equal access for all..... | 6 |
| Bullying..... | 6 |
| Responding to Concerns and worries | 6 |
| Autism Spectrum Condition (ASC) | 6 |
| Dyslexia | 7 |
| Mental Health and Wellbeing | 7 |
| Speech, Language and Communication..... | 8 |
| Further Information | 9 |
| What is the Leicestershire Local Offer? | 10 |
| Our Contribution to the local offer | 10 |
| School Information..... | 10 |

What are Special Educational Needs?

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their behaviour or ability to socialise, for example pupils with autism may struggle to make friends. They can affect academic learning, for example a child may have reading problems because they have dyslexia. They can affect their ability to understand things or their concentration levels, for example because they have ADHD. They may also affect their physical ability.

The broad areas of special educational needs that we support in school are:

- Cognition and learning difficulties
- Speech, language and communication difficulties
- Social, emotional and mental health difficulties
- Physical or sensory difficulties

Our aims for pupils with SEND

Our aims for pupils with Special Educational Needs and Disabilities are the same for all our pupils; to provide a broad and balanced curriculum and the highest quality of education. We have high ambitions for our SEND pupils and set targets that stretch them.

Hose Church of England Primary School SENDCo

Our School SENDCo (Special Educational Needs Co-ordinator) is Mrs Lianne Hough

How we involve parents, carers and families

We are a friendly and approachable school. We actively encourage partnerships with parents. Our aim is to inform and involve parents as much as possible in school decision making and provide them with support, advice and access to services. Our parents appreciate this approach. Questionnaires are distributed to parents, families and children to gather views and feedback.

How do pupils participate?

We listen to our pupils and enable them to be active participants in their learning. We encourage them to evaluate themselves as learners and express opinions and make choices. All of our SEND pupils have one-page profiles that are produced in discussion with the pupil and their family to enable them to identify their strengths and areas of need, ways of learning best and what support they may need. All children are asked for their views following any review of individual targets, provision maps and EHCPs. All children are encouraged and supported to attend review meetings.

What is our approach to teaching?

Our overall aim is to provide the highest quality of teaching for all pupils. We are inclusive and understand the need for adjustments and additional support in class for some pupils. Continuous Professional Development (CPD) opportunities are available for teachers, enabling them to enhance their skills; ensuring quality provision for pupils with a range of learning needs.

What school policies do we have?

The school has a policy for SEND which explains how we identify pupils with SEND and what procedures we have in place. Additional policies, e.g. Medical Conditions Policy, Supporting Pupils with Medical Needs Policy, Positive Handling Policy, also outline how we aim to support pupils with additional needs and can be found on our policy section of the school website.

Our school procedures

Our procedures for identification and assessment allow for early response to difficulties and close monitoring of progress in response to additional provision.

We adopt a continuous cycle of assessment and planning, teaching and reviewing called Assess, Plan, Do, Review.

Identification:

This could be concerns raised by pupils, parents and families or teaching staff and other agencies. Lack of progress or low attainment as well as changes in behaviour or attitudes may also be identified.

The stage includes:

- **Early Response Stage:** this is when your child's teacher will work with your child to develop an understanding of their profile and potential additional needs. They will discuss what adjustments and provision can be made in class with the SENDCo. Your child will have targets which will be reviewed termly. This stage is before being placed on the SEND register.
- **SEND Support Stage:** This is when the school's SENDCo and class teacher work with you to provide an Individual Provision Map (IPM) for your child and identify the category of need. We will look at the outcomes you and your child want and the additional support that can be put in place for them. Your child will continue to have targets that will be reviewed with you on a termly basis.
- **Education Health and Care Plan (EHCP):** If your child has more complex and enduring needs or remains significantly behind, then a request for 'statutory assessment' can be made. If an EHCP is agreed then your child will have more specialist provision and additional adult support. There will be a review meeting each year to talk about your child's achievements and progress, what is working well and any thing that isn't working well.

How do we assess and review progress?

Your child's progress will be reviewed with you at their review meeting. This takes place each term and lasts for around 30 minutes. Longer session can be booked through the class teacher and SENDCo. Additional half termly check in meetings can take place if you feel you would like to meet your child's class teacher more regularly.

At the meeting we will review your child's progress based on the outcomes and targets we agreed together. Information will be shared with you on how they are progressing in class. You may discuss their personalised support and the teacher will talk to you about the information from test results or assessments.

Measuring Effectiveness

We track the progress of our SEND pupils and evaluate their SEND provision very carefully. We look at how well they are meeting objectives and targets and how well support is meeting your child's needs. We use test and assessment data to help us measure progress. Our SENDCo works alongside school leaders to undertake monitoring of all our

SEND procedure and provision to check its effectiveness. This includes observing lessons, looking at work in books, team teaching around effective support for SEND pupils and monitoring the progress made on our assessment systems.

Supporting Pupils Transferring

We understand that transitions can be particularly difficult for pupils with special educational needs. We work closely with our feeder nurseries, our local secondary schools and agencies to ensure that transition is as smooth as possible.

We will visit your child in their nursery setting to get to know their needs. If your child has an EHCP at nursery a transfer review meeting will take place before they start at primary school.

We can arrange additional support for their secondary school transfer, such as extra visits. Children with EHCP plans will have transfer review meetings for secondary school.

If your child is moving schools to a new primary school, or transferring from another primary school, then we will always endeavour to talk to the relevant staff and ensure all support needs are in place.

Help for your child

Adapting the curriculum and learning environment is part of the support for pupils with special educational needs. Teachers differentiate and group children flexibly to allow your child to achieve and to work with all members of the class. We will follow up any difficulties with pre-teaching sessions or post teaching on areas your child needs more support with. He/she may work in additional guided groups with a learning support assistant or teachers.

Additional support, equipment and facilities

If your child is on the SEND register they will have some additional provision or intervention to help meet their needs. All schools have a 'notional' SEND budget to help meet this additional provision. This could be extra maths, reading, writing, spelling or phonics groups. The level of support they get will depend on factors such as their overall progress and attainment compared to their class or age-related expectations.

We will also look at barriers to learning and more specific difficulties. Your child may need additional adaptations and specialist equipment such as reading overlays, fiddle toys, sensory aids or adapted writing materials.

Specialist intervention programmes may be provided such as 1 to 1 reading coaching, speech and language groups or physical therapy programmes. Some pupils may follow a more personalised curriculum and have additional 1 to 1 adult support. Additional equipment and support may be secured after reviews of SEND support plans or through EHCP funding.

Quiet Spaces

There are areas throughout the school where we have created quiet spaces which can be used by any child who may benefit from sensory breaks throughout the day.

Equal access for all

We aim to have pupils with SEND fully represented in all areas of school life. This includes monitoring to ensure their inclusion in awards, school productions and as representatives on the school council. Our reward systems are based on attitudes to learning and character traits, allowing all children to feel a sense of achievement.

We interview our SEND pupils each year and see what support they suggest, and what they want to be involved in. We ensure they have access to extra-curricular clubs including sports teams and learning musical instruments.

We have an Accessibility Plan which aims to reduce and eliminate barriers in order for all children to access to the curriculum and to be able to fully participate in the school community. This is available on the school website.

Bullying

In our school bullying is not tolerated. We are aware however that some children with SEND may be particularly vulnerable to bullying. In order to mitigate this, we are especially vigilant and plan in opportunities through, for example, assemblies to promote a greater understanding of issues related to difference, SEND and disability. We also find opportunities to positively promote disability through posters, visitors to the school, books and within the curriculum itself. All forms of bullying are taken seriously and proactive measures are taken to prevent it from taking place.

For further detail on this please refer to the school's Anti Bullying Policy on the school website.

Responding to Concerns and worries

We are a very approachable school and all of our staff are easily available. You can chat to your child's teacher at the end of the day or arrange appointments through the school office, or email a member of staff through the office if you prefer.

Our parents often tell us that they are very happy that their concerns are dealt with promptly. We will ensure an appointment is made with the Head teacher/SENDCo as soon as any concern is raised and then we will agree some actions together and arrange a time to review how it is going.

If you have an issue that you don't feel can be resolved in school you can also approach our governing body. Our SEND governor is Sophie Cullumbine. Our governors can also help with the complaints procedures. Our complaints policy can be found on our school website.

Below is further information about a few specific special needs which children at Hose Primary School may have. There are many other Special Educational Needs which children at the school may have.

Autism Spectrum Condition (ASC)

Autism Spectrum Conditions (ASC) are believed to affect more than 1 in 100 people. ASC is an overarching term used to describe Autism, Asperger's Syndrome, Pathological Demand Avoidance (PDA) and Pervasive Developmental Disorder (PDD). It is a lifelong developmental disability, which affects how a person communicates, relates to other people and makes sense of the world around them.

Staff Training

- Our classrooms are autism friendly. We also understand the need to provide classroom adjustments for some pupils.
- We have staff with specific training in helping with anxiety
- ELSA trained staff are available to support children
- Emotion Coaching Training with School Educational Psychologist.

Personalised Support

- We use visual timetables to provide clear routines and structures.
- Safe spaces are made available for all children should they need them.
- Sensory assessments are used to identify needs and appropriate activities for individuals.
- We can work with the Autism Outreach Service and our key link advisor if we feel the need for further support. We access training from the service when a specific need is identified.
- We encourage and promote diversity and understanding of ASC.

Dyslexia

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities.

Staff Training

- Our classrooms are dyslexia friendly.
- Additional access to adjusted reading materials for pupils with identified needs.
- Some staff members have been trained in dyslexia friendly teaching practises, including multi-sensory learning.

Personalised Support

- We have dyslexia friendly guidelines, for use in our classrooms.
- We offer 1 to 1 and small group, specific interventions known to work well for dyslexia. This includes reading catch up programmes.
- We provide dyslexia friendly resources such as coloured filters, adapted texts and work printed on different coloured paper.

We offer access to a specialist teacher who can administer diagnostic tests to diagnose dyslexia and advise on supportive strategies for individuals.

Mental Health and Wellbeing

We recognise the importance of good mental health and promoting wellbeing in a positive way. We also understand that mental health problems are a growing concern for schools, with three pupils in each classroom expected to develop some sort of mental health difficulty in the future.

Our Support Structure

We have introduced strong tiers of support to ensure the social and emotional wellbeing of all of our pupils and promote the development of good self-esteem and social skills as well as resilience to cope with difficulties.

Universal Support

- A nurturing school ethos and a strong set of school values.
- A PSHE curriculum that addresses mental health and a clear anti-bullying policy.
- Clubs and resources on offer at lunchtime to engage children.

Targeted Support

We have invested in staff training for mental health and wellbeing groups and we have a member of staff (Sharon Moxham) trained in Emotional Literacy Support Assistant (ELSA) who supports pupils in 1 to 1 sessions. We also have another member of staff currently undertaking the training.

Staff Training

- Our staff have been trained in an understanding of mental health difficulties and what to look for.
- We keep staff up to date with additional training, for instance an awareness of attachment difficulties and emotion coaching techniques from the **Virtual School Team** and our school **Educational Psychologist**.
- We use **Oakfield School Outreach Support** for training and de-escalation and support needs.
- We work closely with the **School Nurse Team** and **Educational Psychologists**.
- We work closely with **Social Services, Family Support Workers, ADHD Solutions** and with professionals from the **Child and Adult Mental Health Services (CAMHS)**.

Speech, Language and Communication

Speech, language and communication needs are widespread and affect many pupils in many different ways. Language difficulties are also thought to be a strong predictor of later problems with Maths and English.

Our Commitment

- We have a strong emphasis on the importance of child talk over teacher talk. We promote a range of well-founded teaching techniques to promote talk in the classroom that involve different ways of grouping and assigning talking roles.
- We believe that early intervention with speech and language difficulties is vital and screening is important in the early years foundation stage (EYFS).
- Language development is promoted throughout school and across the curriculum. 'Talk for Writing' techniques are used in all classrooms.

We work closely with Speech and Language Therapy services and other agencies to ensure that there is a consistent approach.

Further Information

| | |
|--|---|
| <i>In school you can get further information and advice from our members of staff</i> | |
| For advice on all SEND related issues for your child | Mrs. Lianne Hough SENDCo head@hose.leics.sch.uk |
| Considering our school or for advice on additional concerns about issues with SEND | Mrs. Lianne Hough - Headteacher |
| Emotional Literacy Support Assistants | Miss Helen Hubbard They can be contacted through the school office manager@hose.leics.sch.uk |
| <i>Out of school, you can get additional support and advice from a number of services.</i> | |
| Support for dyslexia | Leicestershire Dyslexia Association http://ldadyslexia.org.uk/ |
| Support for autism | The Autistic Society |
| Support for mental health | Child and adolescent mental health service (CAMHS) Leicestershire and Rutland Team 0116 295 2992 Young Minds helpline: tel: 0808-802-5544 |
| Support for ADHD | ADHD solutions http://cmsms.adhdsolutions.org/ |
| Advice on statutory assessments/parent support/information on your rights | Independent parent special education advice https://www.ipsea.org.uk/ SEND Information Advice and Support Service (SENDIASS Leicestershire) Telephone: 0116 305 5614 Monday to Thursday 9am to 4.30pm, Friday 9am to 4pm Email: sendiass@leics.gov.uk |
| Complaints or dispute resolution | The local authority – Special Educational Needs Assessment service (SENA) Phone: 0116 305 6600 Email: senaservice@leics.gov.uk You can also contact KIDS or The Together Trust. KIDS Telephone: 03330 062 835 Email: senmediation@kids.org.uk The Together Trust Telephone: 0161 283 4836 Email: enquiries@togethertrust.org.uk |

What is the Leicestershire Local Offer?

The Leicestershire Local Offer gives children and young people with special educational needs or disabilities (SEND) and their families' information about help and services in Leicestershire (Leicestershire County Council, 2017).

For more information about Leicestershire's Local Offer please visit:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer>

Our Contribution to the local offer

Hose Church of England Primary School has published a SEND Information Report and can be found directly on our SEND section of the school website:

<https://hose-cofe-melton.secure-primariesite.net/special-educational-needs-or-difficulties-send/>

School Information

| | |
|--|---|
| School Name | Hose C of E Primary School |
| Address | Bolton Lane, Hose, Melton Mowbray, Leicestershire. LE144JE |
| Telephone number | 01949 860312 |
| Name of Head teacher | Mrs. Lianne Hough |
| Website address | https://www.hoseprimaryschool.co.uk |
| Specialism | Mainstream- Primary |
| Date of last inspection | July 2025 |
| Outcome of last inspection | Outstanding |
| Does the school have a designated unit/additional learning support department? | No |
| Total number of pupils with special educational needs: | 7 |
| Number of pupils receiving additional learning support: | Total: 7 No with EHCP: 0 No with top up funding: 0 No at SEN Support: 7 |