



SEN Information Report / Local Offer Submission 2021/2022 (all schools)

Please submit your responses to localoffer@reading.gov.uk

This form has been designed to bring together the Brighter Futures for Children (BFfC) requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: Hemdean House School

Address: Hemdean Road, Caversham, Reading, RG4 7SD

Telephone: [0118 947 2590](tel:01189472590)

Email: office@hemdeanhouse.co.uk

Website: <https://www.hemdeanhouse.co.uk/>

Ofsted link:

Head teacher: Mrs Helen Chalmers

SENCo:

Name: Mrs Karena Ramchand

Contact: k.ramchand@hemdeanhouse.net

Date of latest Accessibility Plan: December 2021

Link to Accessibility Plan: <https://www.hemdeanhouse.co.uk/wp-content/uploads/2021/03/HHS-JAN-22-Accessibility-Plan-17b.pdf>

Date completed: July 2022

By whom:

Name: K. Ramchand

Role: SENCo



Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children’s Act). This report is co-produced by the Headteacher, Governor’s and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.

*School to provide a general statement about what the school provides in box below

General Statement -

Hemdean House School (HHS) recognises that all pupils have diverse strengths and weaknesses and we aim to enable each child to reach his or her full potential. Through identification and support, we will make education provision and reasonable adjustments for individual needs and differences. This encompasses gifted pupils and pupils with additional needs in learning and cognition; physical/sensory needs; language and communication needs; and/or social, emotional and mental health needs.

Regulations		School Response	
1	The kinds of special educational needs for which provision is made at the school	<p>Do you have children with SEND in your school?</p> <p>What kinds of SEND do those children have?</p>	<p>We are currently supporting children with a range of SEND:</p> <ul style="list-style-type: none"> ➤ Specific learning difficulties, like dyslexia and dyscalculia ➤ Attention deficit disorder ➤ High functioning autistic spectrum disorder ➤ Mild hypermobility ➤ Communication and language difficult
2	Information related to mainstream schools about the school’s policies for the identification and	<p>How do you know if a pupil has SEN?</p>	<p>We identify pupils with needs through:</p> <ul style="list-style-type: none"> ➤ A continuous and open dialogue with parents and carers. ➤ Academic tracking, based on internal and external assessments to identify cognition concerns. ➤ External professional assessment reports which can also look at wellbeing. ➤ Communication between staff and SENCo to address difficulties and have conversations with parents and carers.

	assessment of pupils with SEND	How will I know if my child is receiving SEN support?	<ul style="list-style-type: none"> ➤ Letters of consent to assess for SEND, participate in additional learning groups, individual support plans.
3.	Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans	Where can I find information about the school SEN Policy?	<p>https://www.hemdeanhouse.co.uk/wp-content/uploads/2021/06/HHS-JUN-22-SEND-Policy-3B.pdf</p> <p>We aim to:</p> <ul style="list-style-type: none"> ➤ Provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. ➤ Ensure all of our pupils are able to access the same opportunities for learning, social and physical development, achieving maximum progress, fulfilling their potential and promoting their well-being. ➤ Allow pupils with SEND to join in the activities of the school and are fully included in the school community. ➤ Make successful transition between educational settings. ➤ Ensure that all staff in the school are aware of pupils' needs and are able to further identify and provide for those pupils who have special educational needs or disabilities.
3a	How the school evaluates the effectiveness of its provision for such schools	<p>How do you make sure that the SEN provision is helping pupils make better progress?</p> <p>How do you check other outcomes for</p>	<ul style="list-style-type: none"> ➤ Additional learning programmes track progress consistently and flag areas of learning that need revisiting. ➤ A rigorous assessment schedule throughout the year involving internal and external assessments, allows us to keep a check on progress. Termly and year on year tracking in maths and English shows long-term progress. ➤ External assessment consultancy supports data analysis in identifying SEND. ➤ We use the assessment toolkit form our PSHE programme, SCARF Coram, to assess wellbeing. ➤ Some pupils may have identified pastoral

		children with SEND, such as independence and well-being?	outcomes in their support plans. Some may have weekly pastoral check-ins with a key worker. The impact of this is measured through observations.
3 b.	The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	<p>How do you check and review the progress made by pupils with SEN?</p> <p>How will I find out about the progress my child is making?</p> <p>How will I be involved in those reviews? Who else will be there?</p>	<p>As above.</p> <p>Pupils' performance is tracked throughout the year. Outcomes in Individual support plans are reviewed termly.</p> <p>The school prides itself on the good community feel and open ethos. There is regular contact between teacher and parent to discuss pupil progress. The Headteacher and SENCo also schedule meetings to discuss concerns and next steps. There are 2 school reports and 2 parents' evening each year.</p> <p>We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.</p>
3c	The school's approach to teaching pupils with SEND	How do your teachers help pupils with learning difficulties or disabilities to learn?	<p>A variety of strategies through wave 1 and 2 provision are employed to support the continuum of need. This graduated response considers Quality First Teaching and differentiation through pitch and activities. Further curriculum development is offered in English when pupils are extracted from lessons twice weekly. There is some extra support for maths in class. Teachers also have assessment report summaries to guide them on the best way to support their pupils.</p>

		How can I find out more about what my child is learning at the moment?	Class teacher publish termly topic webs so parents are aware of the learning across the curriculum. Teachers also regularly communicate with parents via a communication platform. There are also PSHE zoom meetings on the new RSE syllabus.
3 d	How the school adapts the curriculum and learning environment for pupils with SEND	How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities? How will the curriculum be matched to my child's needs?	<p>Accessibility plan can be found https://www.hemdeanhouse.co.uk/wp-content/uploads/2021/03/HHS-JAN-22-Accessibility-Plan-17b.pdf</p> <p>We have reasonable disabled facilities for pupils, parents and visitors to Hemdean House School. The nature of the school being located within a Victorian House though does not make this easy.</p> <p>Hemdean House School will make all reasonable adjustments to curricular and physical settings to accommodate pupils who seek entrance into our school</p> <p>If a disabled pupil requiring a lift were to be admitted, we would rearrange classes so that the pupils would have access to classrooms throughout his or her time at Hemdean House School. For some specialist lessons where it is not possible to relocate the classroom, 1:1 will be put in place. This will be at an added cost to the parents.</p> <p>There is also a steep driveway and steps.</p> <p>Individual support plans will identify physical difficulties and strategies to support.</p>
3 e	Additional support for learning that is available to pupils with SEND	Is there additional support available to help pupils with SEND with their learning?	<p>As we are a small school, we are able to sustain a higher level of monitoring of pupils with SEN or Additional Needs. We distinguish between two waves of SEN support:</p> <ul style="list-style-type: none"> ➤ Wave 1: Quality First Teaching delivered in the class room with careful consideration within planning and teaching to ensure full access to the curriculum for any pupils with an additional need. ➤ Wave 2: Targeted intervention designed to support pupils who are nearly working at age related expectations but need some additional focussed teaching to get there.

		<p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How will I know if my child is getting extra support?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>This can be an individual and/ or group intervention. There will be an added cost for some interventions.</p> <p>Hemdean House School is an independent school and fees are sought from parents/cares to cover the cost of their child's education. Funding for learning support provision is redeemed from the parents. Parents of pupils identified as having special educational needs will be offered learning support at the appropriate levels available within the school, but it is at their discretion whether they decide to accept the offer. If parents decline learning support, the class teacher will make every effort to provide for the pupils' needs within the class room setting.</p> <p>After the class teacher has shared any concerns with parents, the SENCo will contact parents suggesting extra support which is appropriate to help close the gap.</p> <p>We follow the SEND process of assess, plan, do, review. Through assessment, gaps, weaknesses and difficulties are identified. Appropriate support is offered and reviews are carried out termly. Each stage to the process is shared with the parents via a support document.</p>
3f	Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum	<p>What social and extra-curricular activities are available for students with SEND?</p> <p>How can my child and I find out about these</p>	<p>We aim to facilitate full access to a broad, balanced and relevant education, and offer access to our extensive curriculum, which includes forest school and a variety of lunch time and after school clubs. We ensure the Equality Act 2010 for pupils with disabilities are met.</p> <p>Activities are published on the parents' portal. News letters are sent out weekly and teachers also send notes via the communication platform.</p>

		<p>activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>If extra support is needed for a certain activity or a school trip, parents will be informed and arrangements will be discussed. There will be an added cost.</p>
3g	Support that is available for improving the emotional and social development of pupils with SEND	<p>What support will there be for my child's overall well-being?</p>	<p>HHS is committed to pastoral care and recognises that a pupil's wellbeing can fluctuate due to innate or environmental changes. We will liaise with parents and carers to understand and address these difficulties through pastoral outcomes and/or pastoral check-ins, and to make referrals. We also practice mindfulness.</p>
4.	In relation to mainstream schools, the name and contact details of the SEN Co-ordinator	<p>Who should I contact if I want to find out more about how the school supports students with SEND?</p> <p>What should I do if I think my child may have a special educational need or disability?</p>	<p>Admissions will be happy to answer questions. https://www.hemdeanhouse.co.uk/admissions/</p> <p>When a new pupil registers with the school, a parent is requested to inform the school of any possible concerns or previous assessments. Parents may be given a SEND questionnaire which will help us identify possible areas of SEND.</p> <p>The SENCo and Head teacher can give you more information about how the school supports pupils with SEND.</p>

5.	Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured	What training have the teachers and other staff who support children and young people with SEND had?	All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs. Teachers and TAs are guided in using programmes, manipulatives and resources. The staff have regular CPDs on SEND; this includes in-house and online training.
6.	Information about how equipment and facilities to support children with SEND will be secured	What happens if my child needs specialist equipment or other facilities?	Often specialist equipment is provided by the local authority if the child has an EHCP, otherwise parents may be asked to purchase equipment.
7.	The arrangements for consulting parents of children with SEND about, and involving such	How will I be involved in discussions about and planning for my child's education? How will you help	At HHS we endeavour to support parents/carers so that they are able to: <ul style="list-style-type: none"> ➤ Feel fully supported and taken seriously should they raise a concern about their child. ➤ Make their views known about how their child is educated. ➤ Have access to information, advice and support during assessment and any related decision-making process about special educational provision. We are aware that parents may not understand the methods used in teaching, so homework and

	parents in, the education of their child	me to support my child's learning?	strategy guides can be found in the parent portal. We host parent/ teachers meetings twice each academic year (in the autumn and spring terms) and write 2 reports termly (in the autumn and summer terms.) The SENCo will meet and communicate with parents when needed.
8.	The arrangements for consulting young people with SEN about, and involving them in their education	How will my child be involved in his/her own learning and decisions made about his/her education ?	We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability). Pupil profiles are completed at the beginning of the academic year. Teachers have a good relationship with the pupils and they feel secure and confident to chat with members of staff.
9.	Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.	Who can I contact for further information? Who can I contact if I am not happy about the SEN provision made for my child?	All members of the Governing Body understand and fulfil their responsibilities to ensure that they follow the guidelines as laid down in the SEND Code of Practice. Use their best endeavours to make sure that a child with SEN gets the support they need - this means doing everything they can to meet pupils and young people's Special Educational Needs and supporting parents in this process.
10.	How the governing	Who else provides	Where appropriate, referrals will be made to services at Brighter Futures, such as Speech and

	<p>body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils</p>	<p>services in school for children with SEN or disabilities ?</p> <p>How can my family get support from these services?</p>	<p>language; and CAMHS. Occupational therapy can only be referred by your GP. Once permission is given from the parents, the SENCo can make these referrals.</p>
<p>1.1.</p>	<p>The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.</p>	<p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities ?</p>	<ul style="list-style-type: none"> ➤ Reading IASS (Information Advice and Support Services) provides impartial support. https://www.readingiass.org/ ➤ Parenting Special Children offers parenting programmes and services for families https://www.parentingspecialchildren.co.uk/ ➤ Autism Berkshire offers support with families with a diagnosis https://www.autismberkshire.org.uk/ ➤ Support for pupils with dyslexia http://dyslexiaaction.org.uk/get-help/ ➤ Support for pupils with dyspraxia https://dyspraxiafoundation.org.uk/ ➤ Support for pupils with dyscalculia https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences/dyscalculia-and-maths-difficulties ➤ Support for pupils with speech, language

			<p>and communication needs https://www.cpft.nhs.uk/speech-and-language-therapy-toolkit/</p> <p>Parenting Special Children Parenting Special Children Reading Services Guide (openobjects.com)</p> <p>Autism Berkshire Autism Berkshire Reading Services Guide (openobjects.com)</p> <p>Reading Mencap Reading Mencap Reading Services Guide (openobjects.com)</p> <p>ReadingIASS Reading Information, Advice & Support Service for SEND Reading Services Guide (openobjects.com)</p> <p>New Beginnings, Community Fridge & Food Bank New Beginnings Reading Reading Services Guide (openobjects.com)</p> <p>TuVida TuVIDA Care Reading Reading Services Guide (openobjects.com)</p> <p>ACRE - ACRE Family Support Team (Alafia) Reading Services Guide (openobjects.com)</p> <p>Stepping Forward Stepping Forward - A full life for everyone affected by disability Reading Services Guide (openobjects.com)</p> <p>Fifi's Vision - SEND Parents Support Group Fifi's Vision, SEND Parents Support Group Reading Services Guide (openobjects.com)</p> <p>Children's Single Point of Access Children's Single Point of Access Reading Services Guide (openobjects.com)</p> <p>INSAAN INSAAN - Supporting Families Facing Disability Reading Services Guide (openobjects.com)</p>
--	--	--	--

			<p>Mental Health Support Team (MHST) Mental Health Support Team (MHST) Brighter Futures for Children (BFfC) Reading Services Guide (openobjects.com)</p> <p>No5 Young People - Young People's Mental Health Helpline No5 Young People - Young People's Mental Health Helpline Reading Services Guide (openobjects.com)</p> <p>PACT Parents And Children Together (PACT) - Covid 19 response Reading Services Guide (openobjects.com)</p>
1 2.	The school's arrangements for supporting pupils with SEND in transferring between phases of education	How will you help my child make a successful move into the next class or secondary school or other move or transition?	A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.
1 3.	Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE	Where can I find out about other services that might be available for our family and my child?	Links can be found above, in question 11.

	<p>statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)</p>		
14.	<p>Arrangements for assessing and reviewing children and young people's progress towards outcomes . This should include the opportunities available to work with parents and young people as part of this assessment and review</p>	<p>What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes ?</p> <p>How often will these reviews happen?</p>	<p>Pupils who have an EHCP will be offered an annual review meeting with the local authority. Information in question 7 gives details of meetings and reports.</p>

15	Who can I contact for further information?	office@hemdeanhouse.co.uk
	What is the complaints procedure?	Complaints policy https://www.hemdeanhouse.co.uk/wp-content/uploads/2021/03/HHS-DEC-21-Complaints-Policy-33a.pdf

Our external partners are

Educational Psychologist

Local Authority ASD Advisory practitioner

BEAM wellbeing practitioner

Specialist dyslexia teacher

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

Is there any additional provision you have developed during the year?	Mindful practice. Sensory Circuits. BEAM Wellbeing Dyslexia teacher
---	--

Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School's own website?	https://www.hemdeanhouse.co.uk/school-life/send/
--	---