Hove Learning Federation

West Hove Infants School (School Road and Holland Road sites)

Hove Junior School (Portland Road and Holland Road sites)

SEND Information Report – September 2026

1. **The kinds of special educational needs for which provision is made at Hove Learning Federation.**

Hove Learning Federation supports children with a variety of special educational needs. The SEND code of practice explains how special educational needs are grouped in 4 categories:

- Communication and Interaction, for example speech, language and communication difficulties that make it harder to understand language and communicate well with others.
- Cognition and Learning, for example learning more slowly than other children of the same age.
- Social, emotional and mental health difficulties, for example finding it harder to manage relationships with others.
- Sensory or physical needs, for example having a visual or hearing impairment, or physical needs that means require ongoing support and equipment.

2. **Information, in relation to mainstream schools and maintained nursery schools, about the Federation school's policies for the identification and assessment of pupils with special educational needs.**

The SEND Code of Practice (2014) suggests that pupils are **only** identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Our teachers use their own assessments and observations to produce differentiated planning in the first instance. Quality first teaching enables teachers to both identify and support children with special educational needs through thorough assessment and differentiation of tasks and support.

The Federation school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. 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.

Assessments help us to identify what action the Federation school needs to take under the categories of Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory/Physical (including Medical) difficulties. Pupils may show need in more than one area so we look at the child as a whole and strive to implement support wherever it is needed.

Our assessments may highlight needs other than those which are classified as a Special Educational Need. Through our knowledge of the children we may identify needs in other areas which will impact upon progress and attainment for example:

- Disability
- Attendance and punctuality concerns
- Health and welfare concerns
- Having English as an Additional Language
- Being in receipt of pupil premium funding (Disadvantaged pupils)
- Being a Looked After Child (Also known as Child in Care)
- Being a child of a member of the Armed Forces
- Being a child of a parent in prison.

Although concerns regarding behaviour do not qualify as an SEND in their own right, we recognise that it may be a symptom of an underlying need. At Hove Learning Federation, we think about pupils as a whole and consider their needs in all areas including those which qualify as a special need or disability.

3. Information about the Federation school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including -

(a) How the school evaluates the effectiveness of its provision for such pupils;

Our school maintains quality first teaching in all classes which enables us to create an inclusive environment. Class teachers are responsible for all pupils in their class. When a pupil has been identified as having SEND, the teacher, with support from the Inclusion Leader, will plan appropriate measures to support the pupil alongside the teacher, parents and pupil. Teachers remain accountable for the progress of all pupils in their class. At Hove Learning Federation, we use differentiation and scaffolding as part of our quality first teaching to support all pupils including those with a SEND. Although additional support can be accessed both in school and externally, this does not compensate for good quality teaching in the classroom and all measures will be put in place to support a child in class before they are identified as needing additional support.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

The Federation schools use a range of assessments to track pupil progress in reading, writing and mathematics. These assessment outcomes are used as a basis for Pupil

Provision and Progress Meetings. Class teachers and year group leaders analyse attainment and highlight children according to progress made. They then hold progress meetings within year groups to discuss wellbeing, academic levels, celebrate success and identify any areas that need addressing in future planning.

We also evaluate the effectiveness of provision for pupils with SEND using a plan, do review cycle in the following ways:

- Reviewing pupils' individual progress towards their targets created in SEND learning plans on our tracking software Edukey.
- Reviewing the impact of interventions using provision mapping on Edukey using appropriate entry and exit data.
- Using pupil voice through pupil consultation and focus groups.
- Observation and learning walks.
- Holding annual reviews for pupils with EHC plans.
- Regular opportunities for meetings with parents and carers by request or at termly parent/carer evenings.

(c) How the school adapts the curriculum and learning environment for pupils with special educational needs;

The content of every lesson is adapted to take account of the children's differing abilities and needs. This may take the form of providing learning tasks that present different levels of challenge or providing particular and/or specialist equipment for the children to use. When a child needs a specific learning programme, it is designed to the child's particular needs and will have small learning steps that will ensure that progress is being made at the appropriate pace and level of challenge.

Many visual resources in classrooms are in place to support different learning styles. If there is an issue with your child's progress you will be informed and a plan will be put in place to support your child. Where appropriate, the school will refer to outside agencies for additional support, advice and programmes and they will meet with parents to offer advice and support. Each child's progress is monitored by staff leading interventions and teacher assessments will give additional information. The use of ICT support and inclusive technologies will be implemented where appropriate.

In relation adaptations to the learning environment, all of our sites can be accessed via two pedestrian entrances. These are all at the front of the buildings. The front foyers which lead into the reception areas are accessible during the school day. The playground entrances/exits are opened at specific times during the school day to allow ease of drop off and pick up of pupils. There is no on-site parking on either site but there are designated disabled parking bays on the roads outside both sites. Soundfield speakers which can be used in conjunction with hearing loops are in classrooms where required and both sites have nappy changing facilities. All sites have disabled access toilets.

(d) Additional support for learning that is available to pupils with special educational needs;

Specialist Provision For higher levels of need where provision within school is not sufficient

to support a child, there is specialist provision which can be accessed:

- Outreach support from special schools. We work closely with special schools, such as Hill Park, who visit and advise us on supporting children with complex additional needs.
- Speech Therapist: A speech and language planning meeting is carried out termly by the Inclusion Leaders, speech and language therapist and specialist language teacher from BHISS (see below). Children are prioritised for assessment and review based on the amount of time allocated to us by these services. These services also provide an advisory and training role for staff.
- School Nurse: A pupil may be referred to the School Nurse when there are specific health needs.
- Safety Net: Safety Net is an educational charity who work with children, families, schools and neighbourhoods to build communities where children know they have a right to feel safe and supported and adults are aware of how to act protectively to protect children from harm. A lot of the work that Safety Net do is based around the principles of Protective Behaviours, a safety awareness and resilience building programme which helps children to recognise any situation where they feel worried or unsafe.
- Brighton and Hove Social Communication Resource: Children with social communication difficulties including autism and social and emotional mental health difficulties may be referred to the Brighton and Hove Social Communication Resource if they do not attend school, or find it very difficult to attend school full time because they have social communication difficulties.
- Brighton and Hove Inclusion Support Service (BHISS). When children have more significant needs, the school is able to seek additional advice or support from BHISS. This this service provides experienced professionals in the following areas:
- Autism: The school receives support from a Specialist Teacher for Autism who meets with the Inclusion Leaders to agree on ways to direct her time to support children with a diagnosis. This can include working with teachers and support staff to advise on provision and planning. If a pupil receives a diagnosis of Autism, a post diagnosis meeting will be offered in school, attended by the parents, Inclusion Leader, teacher and a Specialist Teacher for Autism from BHISS. The aim of this meeting is to plan next steps of support for the pupil following their diagnosis.
- Educational Psychology: The school meets termly with an Educational Psychologist from BHISS who provides additional support in understanding and planning provision for children with more complex needs. If a child displays significant need and does not appear to be responding to additional support in school over time, he or she may be referred for further assessment. Pupils are prioritised for assessment and review based on need and the amount of time allocated by the service.
- Language: A Specialist Language Teacher works with the school to provide support to staff in meeting the needs of individual and groups of pupils who present with

language difficulties. The teacher also attends termly planning meetings with the Inclusion Leader and Speech Therapist.

- Sensory Needs - Hearing Impairment and Visual Impairment: Advisory Teachers visit our Hearing or Visually Impaired children at least once a half term. They provide support to staff in meeting the needs of these pupils and may also liaise directly with families.
- Social Emotional and Mental Health: A Specialist Social, Emotional and Mental Health (SEMH) Teacher works with the school to provide support to staff in meeting the needs of individual and groups of pupils who present with social, emotional, mental health difficulties. The teacher also attends termly planning meetings with the Inclusion Leader and SEMH Teacher.

(e) How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

At Hove Learning Federation we believe that everyone has a right to be valued and respected as an individual and included in all aspects of school life. We ensure everything we do aims to remove all barriers that prevent anyone from being fully involved and from reaching their full potential within all of the educational and social opportunities provided in our school. We believe that quality first teaching is the key to supporting all children and we are awarethat every teacher is a teacher of every child including those with SEND. We do this in collaboration with the child and their family, drawing upon the support of other partners within Brighton and Hove Inclusion Support Services (BHISS).

- We are committed to promoting Disability Equality. When planning and teaching, staff will make reasonable adjustments to promote equality of opportunity between disabled and non-disabled pupils, ensuring that barriers to learning are addressed and eliminated wherever possible.
- We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. At Hove Learning Federation we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.
- We recognise that children at some time in their life may have an additional need.
- We believe that all children are entitled to have their individual needs met whether they are academic, social, physical, emotional or behavioural.
- We believe the views of the child should be taken into account.
- We intend, through a team approach of careful assessment, monitoring and target setting, to provide a broadly balanced curriculum, including the National Curriculum, which is appropriate, challenging and fun.
- We view parents as partners in their child's progress and development, with a vital role in supporting their child's education. Crucial is the idea that it is in the child's best interests for a positive dialogue between parents, teachers and others to be

maintained, to work through points of difference and establish what action is to be taken.

- We believe children with individual special needs should remain integrated within the school wherever possible. SEND provision should be given within class where possible, however children are sometimes withdrawn for individual or small group support.
- We strive to allocate our resources to achieve maximum value for money, reviewing and adapting provision as necessary.
- We promote a sense of community and belonging, and endeavour to offer new opportunities to learners who may have experienced previous difficulties. We will respond to learners in ways that take account of their varied life experiences and needs.

We pay attention to the provision for and the achievement of different groups of learners, including:

- Girls and boys
- Disadvantaged pupils
- Minority ethnic and faith groups, travelers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs (SEN)
- Learners who are disabled
- Children who are looked after by the local authority (Also known as Children in Care or Looked After Children)
- Children who were previously in care
- Others such as those who are sick; young carers; in families who are under stress; children who have a parent in prison
- Any learners who are at risk of disaffection and/or exclusion.

(f) Support that is available for improving the emotional, mental and social development of pupils with special educational needs.

We believe in supporting all aspects of a child's life, including their social, emotional and mental health, to ensure their successful learning and progress. We offer a wide variety of support for pupils who may need support with their social and emotional development such as: Nurture and friendship groups, offered following teacher assessments. Some support on a 1:1 basis, for children with high-level behavioural needs. Some children have a person to meet and greet them every morning and settle them into school. A clear structured behaviour policy is adhered to by the whole school, offering: A safe caring environment where all children thrive. Clear safeguarding procedures and policies. All staff receive regular training for safeguarding. A number of social intervention groups including specific social language programmes, friendship support groups and sessions. Support at unstructured times such as play and lunchtime. There are a number of children who need supervision at lunchtime; this may be to help them to eat or to help them to socialise. The school has a Senior Mental Health Lead who supports children and families where children present with the following difficulties:

- Anxiety

- Low mood
- Difficulties regulating emotions
- Self esteem and confidence
- Sleep difficulties
- Fears and phobias
- Separation, loss and bereavement

4. **In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.**

Charlotte Wallace, Inclusion Leader (Holland Road site)
Tarnia Weaver, SENCo (Portland Road site)
Ben Bowra, SENCo (School Road site)

5. **Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

Staff at Hove Learning Federation have received training in the last year in the following areas:

- Just Right and Emotional Regulation
- Speech and Language difficulties
- Partnership for Inclusion of neurodiversity
- Wellbeing and Mental Health
- Edukey
- Allergen training
- Developmental Language Disorder

6. **Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

The school receives a notional Special Educational Needs and Disability (SEND) budget from the Local Authority. The school frequently spends additional money on top of this to support our children. Where a child's provision is consistently costing in excess of the equivalent of £6000 per annum over a period of 38 weeks we will consider, in consultation with the child's parent/carers, making an application for an Education, Health and Care Plan Needs Assessment from the Local Authority. These applications will be fully explained to parent/carers should one become appropriate for their child and no application will be made without parent/carer consent.

7. **The arrangements for consulting parents of children with special educational needs and involving parents in, the education of their child.**

We seek to work in a close and mutually supportive partnership with parents. There are

several ways you can become more involved: as a parent volunteer helper in the classroom, by joining the PTA, or by becoming elected as a parent Governor if a vacancy arises.

Information about all of these can be found on the school's website. In addition to this, if your child has SEND, we share and consult on your child's SEND Learning Plan when it is received and a new one is created. More information on this can be found in our SEND Policy on the school's website.

As all children's needs are different we have to be flexible in the way in which we assess and meet their needs. We have regular meetings with Inclusion Leader, senior teachers, class teachers and parents to review the needs of each child. We are flexible and will change the support needed for your child according to his or her changing needs. It is a three way process between parent, school and outside agencies and we all work together to make sure your child is being supported in the best way possible. The school in consultation with parents and relevant professionals will make the decision about how much and what type of support your child will receive.

8. **Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

Please see the school's Complaints Policy on the school website or ask at the main office for a paper copy.

9. **The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.**

Amaze SENDIASS is the Special Educational Needs and Disability Information, Advice and Support Service for East Sussex **and** Brighton and Hove. If you are a child or young person with a special educational need or a disability (SEND), or the parent of a child or young person with SEND, you can call the Amaze SENDIASS helpline for information and advice.
Amaze SENDIASS advice line: 01273 772289

For parent carers, children and young people seeking advice in Brighton and Hove and East Sussex

Our advice line is open Monday to Friday 9.30am to 2.30pm. You can leave a message at any time and someone will get back to you. Please note that we do not run a drop-in service. You can also email sendiass@amazesussex.org.uk

10. **The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.**

We meet you and your child before they start here, whether your child is beginning Year 3 or joining our school later. We will gather as much information as possible that we can use to help us prepare for your child starting our school. There are a number of additional ways

we can also help your child's entry. These include liaising with the Inclusion Leader at your child's previous school or arranging additional visits for your child. When a child moves school there is a high level of communication with the new school to make sure that they are fully aware of the needs of your child and the support that we are successfully giving. Hove Juniors is part of a federation with West Hove Infant School. Inclusion Leaders liaise closely in the term before transition. When your child is about to transfer to their next school, we will hold a transition meeting and invite relevant staff from the new school and professionals involved to attend. We will offer to take your child on additional visits to ensure they are feeling familiar and confident about the impending move. Some children will be supported in making transition booklets to take to the new school.
Prior to a change of year group all children have transition visits where they spend time in their new classrooms with their new class teacher. Additional visits are also arranged where necessary.

11. Information on where the local authority's local offer is published.

https://www.brighton-hove.gov.uk/special-educational-needs-and-disabilities/school-age-children