



## The Hermitage Schools SEND Information report 2025-26

### What types of special educational needs are provided for at The Hermitage Schools?

There is a separate report for our **Specialist Learning & Additional Needs Centre (MLD) - The Orchard** on the schools website

The Hermitage Infant and Junior School are both mainstream schools there is a specialist centre for children with moderate learning difficulties at the Hermitage Junior School. We are inclusive school that fully complies with the requirements outlined in the Special Educational Needs (SEN) Code of Practice (2014) and are committed to meeting the needs of children with SEN through Quality First Teaching, early identification and support that is right for the children.

The SEND and Inclusion policy, which can be found on the school's website, identifies our aims and objectives for children with SEND and also describes the processes used within school to support children.

There are four broad areas of special educational need defined in the SEN Code of Practice (2015). These are. The Hermitage Schools currently provides additional and/or different provision for all four areas of need:

- **Cognition and Learning (C&L):** This might include difficulties with reading and spelling, learning new information and concepts, working with numbers, working memory and concentration. Such difficulties might include 'Specific Learning Difficulties' (i.e. dyslexia, dysgraphia) and moderate learning difficulties.
- **Communication and interaction (C&I):** Difficulties might include understanding or using language and communicating socially with others. This might include conditions or disorders such as: Specific language impairment, autism and speech sound disorders/delay.
- **Social, Emotional and Mental Health (SEMH):** This might include difficulties such as experiencing high anxiety, stress, distress or anger that have an impact on accessing education.
- **Sensory and/or physical (S/P):** This might include sensory processing difficulties affecting movement and co-ordination, physical disabilities, sensory sensitivities and sensory impairment (i.e. Hearing Impairment)

It is common for children to have special educational needs that span two or more of these areas. If this is the case, SEN support is designed to best support your child's need using the resources available.

We make reasonable adjustments to our practices so as to comply with the **Equality Act (2010)**.

This could include: -

- An individual learning programme for the child; additional help from a teacher, teaching assistant or ELSA to complete tasks and to become independent learners; - Making or adapting materials and equipment; - A teacher/ teaching assistant working with the child in a small group; - A member of staff observing the child in the class or at break times and keeping records; - Supporting the child to take part in class activities or games at break times; - Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

All our special education needs provision is planned for and overseen by the class teacher with support from the Inclusion Leader/SENCo (Mrs Quirk). All provision has a clear time-bonded cycle where a child's needs are assessed, provision is planned for, provision is implemented and provision is reviewed.

### Key contacts

Executive headteacher: Mrs Clare Spires

Inclusion Leader and SENCo: Mrs Dawn Quirk – [inclusion@hermitage.surrey.sch.uk](mailto:inclusion@hermitage.surrey.sch.uk)

Home School Link Worker: Mrs Kirsty Nguyen – [hslw@hermitage.surrey.sch.uk](mailto:hslw@hermitage.surrey.sch.uk)

### **How can I let the school know if I think my child has SEND?**

If you have any concerns about your child, the school encourages parents/carers to speak to the class teacher initially, and if necessary a meeting could be arranged with the Inclusion Leader for further advice.

The inclusion leader, Mrs Quirk, is a qualified teacher, is part of the Senior Leadership team and a SENCo with the NASENCO Award.

Miss Foster is The Orchard Centre Manager and a SENCo with the NASENCO Award.

### **How does the school know if my child needs extra help?**

- A child's individual SEND needs may be identified prior to starting school or may be identified whilst at The Hermitage.
- We believe in providing an inclusive culture where the needs and wellbeing of all children are supported and nurtured
- Teaching staff meet with the Inclusion Lead and Executive head at least termly to discuss children within their class, share progress or concerns and discuss targets and plan provision. We continually track the progress of all learners through class teacher's observations and formative assessments.
- Our staff are vigilant at supporting and raising any concerns they have regarding all aspects of children's learning, development and well-being with the Inclusion lead, SLT, Executive head teacher or and parents / carers.
- Parents / carers and teachers are encouraged to discuss any concerns they have when needs arise.
- We follow the SEND Code of Practice 2014 and The SEND Regulations 2014 (0-25).
- The Inclusion Lead works closely with school link Speech and Language Therapist, Occupational Therapist and STIPs Team (Specialist Teachers for Inclusive Practise) in order to identify and support specific needs across the school.
- We have rigorous, ongoing monitoring in place that tracks the progress our children make in key areas of the curriculum.

Where necessary, appropriate support may be put in place, including further assessment if required. When deciding if special educational provision is required, the views of the parents and child (if age appropriate) will be considered and following this, the child may be placed on the SEND register. If necessary, more in-depth assessments may take place by outside agencies as agreed with all parties involved, who can offer advice and support to ensure effective provision is put in place to meet the child's individual needs. If a child has a sensory or physical disability, the school will work with parents and outside agencies to ensure that the learning environment is accessible. The school has an Accessibility Plan. If a child has medical needs, the appropriate documentation will be completed in accordance with our Supporting Pupils with Medical Conditions Policy.

All our teachers are trained in SEN and monitor pupils who aren't making expected progress. If a teacher notices a pupil is falling behind, they will try to identify gaps in their learning and give the pupil additional teaching to address the gaps. If the pupil continues to not make the expected progress the teacher will meet with the SENCO and will contact parents to discuss the possibility that the pupil has SEN.

School may also, where appropriate, ask for the opinion of external experts such as speech and language therapists, educational psychologists or health professionals.

Based on this information the SENCO will decide whether the pupil needs SEN support. If the pupil does need SEN support the parent will be told of this and the pupils name will be added to the SEND register. The class teacher will write an Individual Support Plan for the pupil and share this with the parents/carers.

### How will the school staff support my child?

Our teachers regularly talk to the parents of the children they teach and keep them informed about any concerns they may have. If a learner is identified as having a SEND need, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. When providing support that is “additional to” or “different from” we engage in a four-stage process (The Graduated Response)

**Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments. A one page profile is completed with the child and all the adults that support them.



**Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Individual Support Plan and will form the basis for review meetings. Pupils’ views will be obtained where possible and their needs will be met through a child centred approach. They are involved in identifying and celebrating their progress, raising self-esteem.

**Do** - providing the support – extra assistance for learning – as set out in the plan.

**Review** – measuring the impact of support provided and considered whether changes to that support need to be made. This stage then informs the next cycle. Parents will be invited to review Individual Support Plans with the class teacher each term.

Whenever we run an intervention with a pupil, we will assess them before the intervention begins. This is known as a ‘baseline assessment’. We do this so we can see how much impact the intervention has on the pupil’s progress.

We will track pupil’s progress towards the outcomes we set over time and improve our offer as we learn what the pupil responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refine

A small percentage of pupils with significant and/or complex needs may require an assessment that could lead to an **Education, Health and Care Plan**. An EHC needs assessment would be carried out where the current levels of support and intervention are not leading to improved progress for the child and where further support might be needed to ensure the needs of an individual child are fully met. Parents are consulted and asked to contribute to the process.

### How will the curriculum be matched to my child’s needs?

We believe that all children should have access to the whole curriculum. Provision is based on individual need using a graduated response including adaptations to the environment, use of specific resources, interventions either within or outside the classroom, or additional support from an adult. Differentiation and

scaffolding is throughout the curriculum and we aim to ensure that as far as possible all children have access to a broad and balanced curriculum and equal opportunity to an education that is appropriate to their needs. Where necessary, specialist resources will be provided so that the curriculum is accessible to all children e.g. visual timetable, enlarged print, use of technology, visual prompt cards, Wigit symbols, PECS boards/books

We take on board advice given by outside agencies and we build this into a child's regular day e.g. incorporating exercises recommended by physiotherapists, movement breaks, use of ear defenders, specific speech programmes and the use of visuals.

### **How will I know how my child is doing?**

We have an open- door policy where parents are invited to come in and speak to the class teacher, SENCo / Inclusion Leader should they have concerns about the overall progress of their child.

- Parents/carers will be invited to attend parent consultations twice each year. However, if a child has a Individual Support Plan (ISP) or EHCP in place review meetings will take place each term or before if agreed. Whereby the targets in the ISP will be reviewed; parents will meet with the Class Teacher and where appropriate the SENCo to discuss the pupil's progress and set new targets.
- Children with an EHCP will have an Annual Review meeting where parents, SENCO and other professional will be invited to meet to discuss progress and outcomes
- Throughout the school parents are invited termly in come into school for a 'book looks' to share their child's learning with them.
- Some parents may be asked to meet on a more regular basis should the need warrant it with the objective being to discuss the support that the school are providing and how they can help their child at home
- The SENCo is available to discuss parental concerns through in person meetings or telephone calls

We also have a 'Home School Link Worker' Mrs Kirsty Nguyen who works closely with our parents to provide advice and support. We believe in supporting the development of parenting skills and as such, deliver workshops on site and work in collaboration with other agencies.

### **What support will there be for the overall well-being of your child?**

We know that all children learn best when they are happy secure and confident. Our staff share this belief and work very hard to establish positive relationships with each child in their care. Key members of school staff are currently training in 'The Nurture Schools Program and Restorative and Relationship approach

We are committed in supporting our children in developing healthy bodies, healthy relationships and healthy minds. We have a Mental Health and Wellbeing Team, which includes two trained ELSA ( Emotional Literacy Support Assistants) and the inclusion leader and SENCo plus MHST (Mental Health Support Team).

- Our ELSA delivers interventions around supporting anxiety, developing friendships, self-esteem and can be referred for support by their class teacher.
- Learners voice is central to our school ethos and this is encouraged in a variety of ways including through the school council and Wellbeing ambassadors. The focus is to share with their class, discuss and feedback to implement changes to their school and environment for the better.
- Relevant staff are trained to support medical needs including identified First Aiders: all
- Working alongside medical professionals and parents we may have IHCP (Individual Health Care Plans) for children with medical needs and those that require medication in school. Sharon Stevens supports the Inclusion team with IHCP and medications.

Emotional and social development, including understanding what makes a healthy relationship, keeping themselves safe both personally and online, is also part of our PSHE Curriculum. Zones of Regulation are used throughout the school and are taught explicitly in class and as part of specific interventions.

We offer a 'Lunchtime Club' for children who may find the playground overwhelming as well as a wide range of lunchtime and after school clubs. Forest Schools takes place across the school, providing opportunities for team-work and the development of communication skills and self-confidence.

Advice and support from Mindworks and the Mental Health Support Team is available where needed.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. If a pupil is absent due to long-term illness, arrangements are made to support their education at home. The school has an up-to-date medical policy in place and staff are trained to meet the requirements of children with medical needs.

### **What specialist services and expertise are available at or accessed by the school?**

A child who, despite having extra provision is still failing to make significant progress, may be identified as needing Specialist SEND Support. Where appropriate, other agencies will be asked to work alongside the school to assess a child, provide advice to the school and plan for their needs. At all stages parents/carers will be involved in the process. This level of intervention is for pupils with more complex and/or enduring difficulties and may include:

- Speech and Language Therapist involvement
- Educational Psychologist involvement
- STIP – (Specialist Teachers in Inclusive Practise)
- Occupational Therapist involvement
- Paediatrician involvement
- School Nurse or Health Visitor involvement
- Inclusion team - Assessments and monitoring to ensure appropriate intervention and access to learning
- Mental Health Support team
- Physical and Sensory Support Services (PSS) – to support visually impaired, hearing impaired and physical
- Freemantles School Outreach Service (for ASD (Autism Spectrum) advice and guidance)
- • REMA (Race Equality and Minority Achievement)

Regular meetings are held with external professionals to discuss individual cases where it is felt that further support beyond what the school is able to offer is necessary. Where it is deemed that external support is necessary, we discuss any referral with parents first and gain full consent. Many of these external partners also provide relevant training for staff. We have a particular duty in ensuring that Looked-after children are given the appropriate support and care to ensure their progress and engagement with the learning environment. Our Designated Teachers - Miss Beth Foster (Junior School) and Mrs Juliet Larsen (Infant School) liaises with Social Services and the Virtual School to ensure the child's wider needs are being met. A Personal Education Plan (PEP) is produced termly to help support the child with realistic and aspirational targets.

### **What training have the staff supporting children with SEND had or are having?**

- We have a highly skilled team and all staff are dedicated to making a difference to each child's education. We regularly reflect on our SEND provision to ensure we are supporting our children effectively through Ordinarily Available Provision (OAP). We provide training for staff appropriately to ensure they can support children at all stages of their SEND journey.
- We invest heavily in the continuing professional development of our support staff so that the children receive high quality support. All our training is carefully planned to ensure that it effectively meets the needs of our children.

- Continuing professional development is part of the culture of the school We draw on our own expertise within the school or outside agencies to provide training and professional development for members of staff working with our children.
- All our staff have completed Working Together to Safeguard Children training.

We also have staff that have received training in the following areas:

- SALT, OT and physiotherapy, Makaton, ASD, ADHD, PDA, Down's Syndrome, sensory and processing delay, working memory and processing delay, ELSA, Child Bereavement and Social, Emotional and Mental Health needs, Positive Touch and Relational and Restorative Practice, Zones of Regulations, Emotional coaching, Colorful semantic, EBSNA awareness and Phonological awareness.

### **How will your child be included in activities outside the classroom including school trips?**

The school promotes inclusion and the involvement of all our children in all aspects of the curriculum including activities outside the classroom.

Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs can be met. Where applicable parents/carers are consulted and involved in planning and may be asked to join us on the trips. We always produce very thorough risk assessments of all off-site activities. Individuals are supported with preparation for trips by the use of Social Stories and photographs of the venue/activities.

We have an accessible school site for our children and encourage children to take part in all wider opportunities. This may involve adaptations and additional resources such as ear defenders.

### **How accessible is the school environment?**

We have an Accessibility Plan in place and make reasonable adjustments to improve the accessibility of our environment, equipment and facilities for our SEND pupils.

Examples include steps:

- Disabled toilets
- Ear defenders for noise sensitive pupils,
- Sloping board for writing
- Standing desks
- Magnifiers to support visual impairment,
- The building is accessible for wheelchair users with wide corridors, ramps and a lift for student/ adult use.
- There is a disabled toilet with changing and shower facilities (Junior School site).
- Writing aids can be accessed.
- Coloured overlays for reading
- Specialist chairs can be sought if needed.
- Wobble cushions and chair resistance bands
- Quieter spaces are available for learning or calming times

Our policy and practice adheres to The Equality Act 2010.

We monitor the languages spoken by families in our settings and make use of translation sites or endeavour to arrange for a translator to attend meetings when necessary.

All teachers are provided with information about the needs of individual pupils that the school is given, so that they can plan the learning within our curriculum to ensure that all pupils are able to access learning.

### **How will the school prepare and support your child to join the school and transfer to a new school?**

Induction is important to us and we invest time in welcoming our learners and their families in a way that makes them feel a part of the Hermitage community. Our induction process for our Nursery and Reception



children are rigorous and include a detailed induction pack, a meeting for parents, induction sessions for pupils with information sessions for parents, home visits, liaison with feeder nurseries/preschools, an induction booklet for children and a staggered entry in September and January for Nursery.

We have good relationships with feeder nurseries and local secondary schools, where children move on to, and share all relevant information to ensure a smooth transition.

Within school, we arrange a handover meeting at the end of the year to ensure that the new class teacher is aware of individual needs, targets and any additional support required. Children are prepared for transitions by meeting their new teacher and visiting their new classroom and are provided with a 'Transition Booklet' - these include photographs of their new teacher and teaching assistant to support the transition. Some children are offered more support through additional small group visits and social stories.

For transfer to KS3, all children our SEND children are part of (ASPIRE), and visits to Secondary schools are arranged. Parents are provided with transition information and for some children, extra transition arrangements are put in place. We ensure that all relevant information is shared, including discussions with the SENCo if necessary. For children with EHCPs or Personal Education Plans (PEPs), the SENCo or Designated Teacher of the transfer school would be invited to attend the Annual Review or PEP meeting in the summer term.

#### **How the school's resources allocated and matched to the SEND needs of the children?**

At the start of each year we purchase general SEND resources according to the needs of the children. Additional resources are acquired if they are recommended by specialist or if staff identify something that would support a particular needs. The resources are allocated according to the needs of the child.

When a child needs additional resources e.g., a writing wedge, adapted scissors, recordable devices etc, we use our SEN budget to buy the right equipment.

We are flexible with our staffing and can move members of staff around according to individual need, if appropriate.

We keep a wide range of SEND resources for use in the classrooms e.g. pencil grips, visual timetables, now and next boards, coloured overlays, wobble cushions, weight lap pads, resistance chair bands, fight tools, ear defenders.

All interventions are monitored and evaluated to ensure quality provision.

#### **How is the decision made about what type and how much support your child will receive?**

All decisions taken are in line with the SEN Code of Practice.

- We follow the guidance set out in Surrey's OAP document (Ordinarily Available Provision), this supports practitioners, families, and carers to work together to ensure that children's additional needs are met at the earliest opportunity. [Ordinarily available provision - Surrey County Council](#)
- Decisions are made on an individual basis according to the needs of the child. Should additional support be required, this is undertaken after consultation with the relevant staff, parents and any outside agencies involved.
- The school identifies the complexity of each child's needs in order to allocate support according to level of need. Inclusion Lead and teachers meet with external agencies to discuss provision.
- If your child has an Education Health and Care Plan (EHCP), we will provide the level of support listed in the document. The amount and type of provision in the EHCP is decided after the views of key professionals have been taken on board and after a period of consultation with parents. Short term targets are reviewed at least termly and long term EHCP Outcomes and provision are reviewed at least annually.
- We follow the assess, plan, do, review cycle. All interventions are reviewed and evaluated at least termly in order to monitor impact.

#### **How are parents/carers involved in the school?**

Parents are strongly encouraged to participate in the whole life of the school e.g. HOPA, Parent Governors, Reading volunteers etc.

Parents are often invited to help out in class and on school trips.

- We whole-heartedly believe in working with parents in order to support a child's learning, aspirations and needs.
- We offer a range of workshops and information sharing events for parents / carers to attend and put the information on the school website
- Parent are kept up to date with what is happening in school via the website, Friday post and See Saw

### **What should I do if I have a concern?**

In the first instance, parents/carers are encouraged to talk to their child's class teacher.

Further information and support can be obtained from the Inclusion lead/SENCo

Executive Head teacher, or Deputy Head teachers, who can be contacted by telephone via the school office  
01483 472047

[infantoffice@hermitage.surrey.sch.uk](mailto:infantoffice@hermitage.surrey.sch.uk)

[junioroffice@hermitage.surrey.sch.uk](mailto:junioroffice@hermitage.surrey.sch.uk)

Surrey Local Offer website offers a great deal of information and advice for families.

SWAN Trust Complaint Procedure can be found on the policies page on the school website.

[Policies - The Hermitage School - Inspire, Learn, Achieve](#)



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