



Special Educational Needs Information Report 2024-2025

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Introduction

Welcome to Hobart High School's SEND Information Report 2024-25. This report explains how we support children with Special Educational Needs and Disabilities (SEND).

Why is this report so long?

It is a legal requirement under the Children and Families Act 2014 for all schools to publish an SEN Information Report on their website and update it at least annually. The SEND regulations 2014 and the SEND Code of Practice 2015 set out all of the information that must be included in this report.

There is a lot of information required which is why it is a long document. Please look at the contents on page 1 and you can go directly to the pages you are interested in by following the links. If you find the amount of information quite daunting and would like to speak to a member of staff about any part of this report, please do get in touch.

Working together with all members of our school community is important to us at Hobart. Last year, our parent / carer working group discussed the Local Authority SEND Information Report quality audit and suggested changes we could make to this document based on examples of good practice. We are always looking for ways to make it as user-friendly as possible. If you are a parent, carer, pupil, governor or a member of the wider Hobart community, we would welcome your feedback and involvement in reviewing the way we support children with SEND - please do contact us. The **key staff** to contact this year are:

Ms K Ellison: Special Educational Needs and Disabilities Co-Ordinator (SENDCO)

Miss V Brown: SEND Administration Assistant

Mr A. Pritchard: Assistant Headteacher (line manager for the SENDCO)

Mr R Li-Rocchi: Head of School

Mrs S. Day: Chair of Governors

All of these members of staff can be contacted via the school office on: 01508520359. Further contact details can be found [here](#):

Policies:

All policies include explicit references to disability equality and SEND. The SEND policy was updated in November 2024 and reviewed by staff and Governors in the Autumn Term of this year. The SEND Policy is available [here](#).

The Local Offer:

This report is part of the Norfolk Local Offer for learners with SEND. The Local Offer sets out the local services available to support children and young people with SEND and their parents and carers. It includes information about education and health and social care in place. To access the Norfolk Local Offer, [click here](#).

What is SEN?

The SEND Code of Practice 2015 defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Learners can fall behind in school for lots of reasons. They may have been absent from school or they may have attended many different schools meaning that they have not had the same consistent opportunities to learn. They may not speak English very well or at all. They may have worries that distract them from learning. Not all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Most children with SEN can have their needs met by the types of additional support provided at school. We call this level SEN support. However, if a child needs a higher or more specialist level of support the school and/or families can request an Education, Health and Care (EHC) needs assessment from the Local Authority (LA). If the LA decides that a higher level of provision is needed, a child may then get an EHC Plan (EHCP), which combines the child’s education, health and social care needs. In this report, we refer to this level of support as EHCP.

If you think your child may have SEN or may need an EHC Assessment, please contact Ms Ellison, our SENDCo on 01508 520 359 or at kellison@hobart.org.uk.

What is disability?

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.” (Section 1(1) Disability Discrimination Act 1995)

This definition of disability in the Equality Act includes children with sensory impairments such as those affecting sight or hearing, or long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

All staff at Hobart are aware of the requirements of the Equality Act 2010. This legislation places specific duties on schools, including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make ‘reasonable adjustments’ to ensure that disabled children are not at a substantial disadvantage compared with their peers.

For further information on how we ensure access for all, please [click here](#) for the School Accessibility Plan and SEND Policy.

What is SEND?

Together we refer to SEN and disability as SEND.

The SENDCO

Every school or early years setting will have a Special Educational Needs & Disabilities Coordinator (SENDCo). The SEN Code of Practice states: ‘The SENCo must be a qualified teacher working at the school...they must achieve a National Award in Special Educational Needs Coordination within three years of appointment.’ (p108).

This designated member of staff oversees the day-to-day provision for children with SEN to ensure that support makes a difference for pupils. This includes those who have an EHCP. The SENDCo works closely with the Head of School and with staff, families and other agencies. All staff at Hobart have a responsibility towards children with SEN and work closely with the SENDCo on all aspects of our provision.

Our SENDCo is Kerry Ellison. Kerry is contactable via the school office on 01508 520 359 or via email: kellison@hobart.org.uk.

For further information about the role of the SENCo, please contact us, or access this [link](#).

How many students are identified as having SEND at Hobart?

Hobart High School's SEND List contains names of students with formally *identified* or *diagnosed* special educational needs/disabilities (SEND) and who require support additional to high quality teaching.

Students are listed under their identified *primary need*. Please note that pupils may have secondary needs that are not represented in this data. Further information with regard to Hobart's SEND list, intervention list and the identification of students with SEND is outlined in the school's [SEND Policy](#).

	Number in Year group	Identified / Diagnosed SEND (% of Year Group)	Students with an EHCP (% of Year Group)	No of EHCP applications – outcome pending
Year 7	148	12.2	4.1	
Year 8	145	13.8	2.8	
Year 9	155	9.7	2.6	2
Year 10	120	9.2	3.3	
Year 11	131	6.1	2.3	

Currently, the national average is 13.6% for Send Support and 4.8% for EHCP students. (DFE, 2024)

Areas of Need

Students are organised into four categories of SEND as described in the SEND Code of Practice 2015:

	Communication and Interaction		Social Emotional and Mental health
	Cognition and Learning		Sensory and/or Physical Needs

Students with Speech, Language and Communication Needs (SLCN) have difficulty in saying what they want to, or understanding what is said to them. They may also struggle to understand or use social, or 'unwritten,' rules of communication.

Students with Autistic Spectrum Disorders (ASD) are likely to experience particular difficulties with social interaction, imagination and communication.

Additionally, these students may be easily distracted or upset by certain stimuli and experience difficulties adapting to changes in routine.

Students may experience a wide range of social and emotional difficulties which may be displayed in a number of ways. They can appear isolated or withdrawn; present challenging, disruptive or disturbing behaviour.

These behaviours can be indicative of underlying mental health issues such as anxiety or depression, self-harming, substance misuse and/or eating disorders – requiring effective pastoral support and outside agency intervention.

Other students may have other medically diagnosed disorders such as Attention Deficit Hyperactivity Disorder (ADHD).

Students with learning difficulties will learn at a slower pace than other children. They may demonstrate significantly greater difficulty in acquiring age-appropriate literacy or numeracy skills.

Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia or dyspraxia.

There may be a discrepancy between achievement and underlying cognitive abilities of a student with a specific learning difficulty – although SpLD can occur across the range of abilities.

There are a wide range of sensory and physical difficulties that can affect students across the ability range.

Students with Visual Impairments (VI), or Hearing Impairments (HI), might require specialist support or equipment in order to access the curriculum.

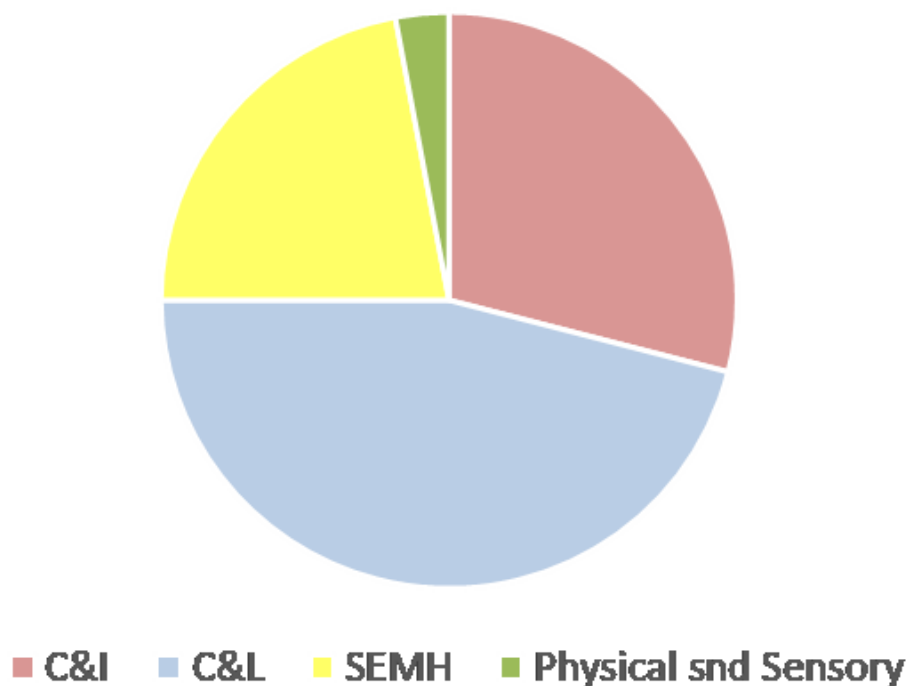
Students with Physical Disabilities (PD) may require reasonable adjustments to be made in order to access the curriculum. Schools have an anticipatory duty to ensure that reasonable adjustments are planned and put in place in advance

Further information with regards to how we support children in each of these SEND categories is outlined later in this document.

What is the SEN Profile at Hobart?

The information below gives the **proportion or percentage of pupils** with each **primary** need. Please note that pupils may have secondary needs that are not represented in this data.

	Number in Year group	Primary SEN: C&I % of Year Group	Primary SEN: C&L % of Year Group	Primary SEN: SEMH % of Year Group	Primary SEN: P&S % of Year Group
Year 7	148	5.3%	8.7%	0%	0.7%
Year 8	145	4.2%	5.6%	5.6%	0.7%
Year 9	155	4.5%	4.5%	4.5%	0.6%
Year 10	120	2.4%	7.2%	4%	0%
Year 11	131	2.5%	5.8%	0.8%	0%

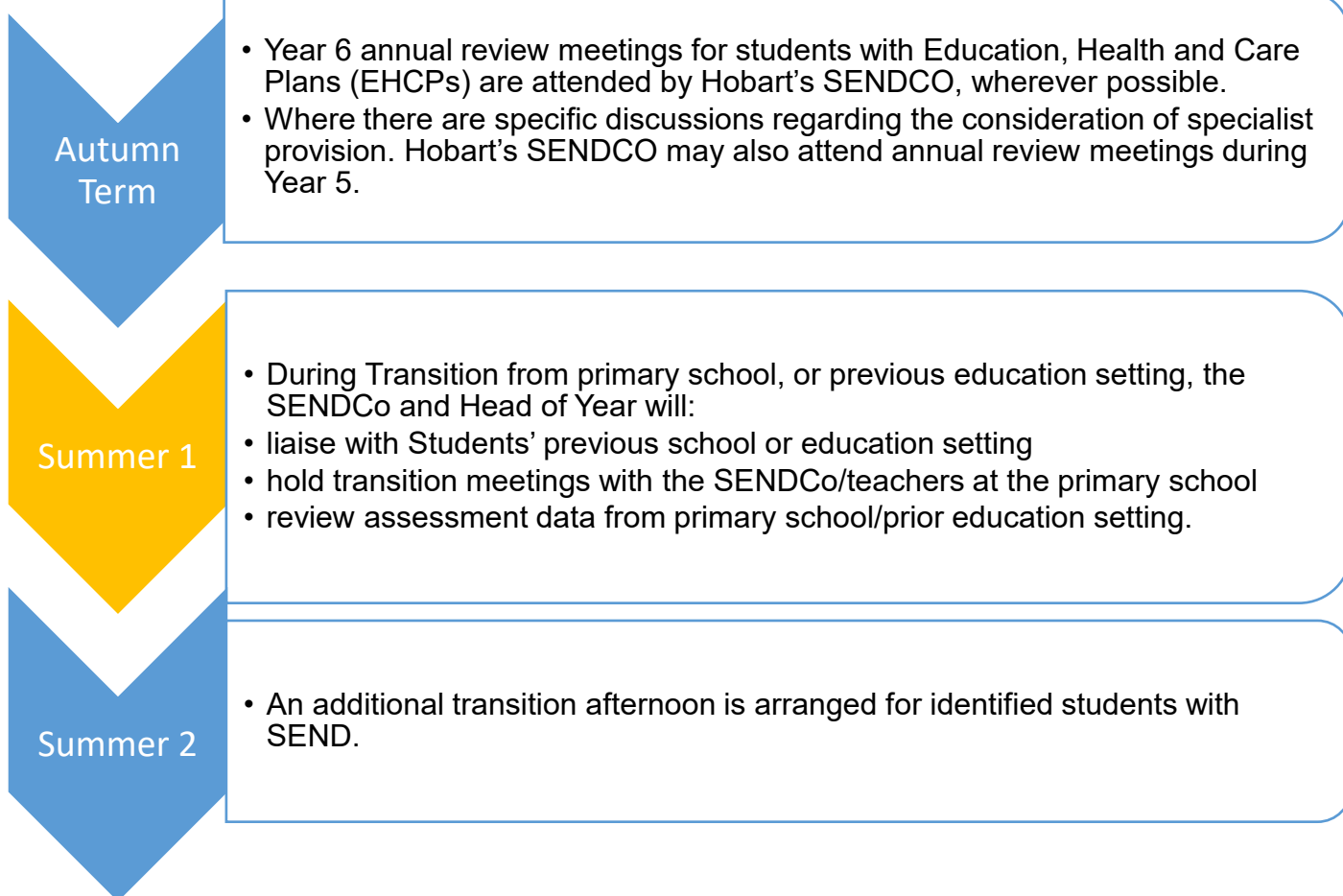


As with the national picture, ASD is the most common type of need for students with EHCP at Hobart.

Nationally, as with last year, the most common type of need for SEN pupils is Speech Language and Communication Needs (SLCN). At Hobart, it is Cognition and Learning. There are clear overlaps between the two and one may be difficult to distinguish from the other. We hope to work to improve the way we identify young people with SLCN at Hobart in order to improve the support we offer young people at Hobart.

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

During Transition:



Parents of prospective students are always welcome to visit Hobart and to meet with the school's SENDCO in order to discuss provision. Appointments can be made by contacting Miss V. Brown in the SEND Office (vbrown@hobart.org.uk).

While at Hobart:

Heads of year, form tutors and class teachers may be the first to notice a difficulty with learning.

At Hobart, we focus on identifying a child's barriers to learning, rather than looking only at diagnostic labels. Examples of barriers to learning could include: speed of processing, reading, working memory, anxiety, attention, hearing, social communication skills, language comprehension etc.

Barriers can be identified in a range of ways:

- Through routine screening in Years 7, 8 and 9.
- Through observations by school staff or through informal/routine assessments.
- Through conversations with children and families at Parent / Carer Evenings or following termly reports.

- Sometimes a child is already known to external services such as the Virtual School for Sensory Support or Child and Adolescent Mental Health Services (CAMHS).

We consider how a barrier to learning is affecting a child's education and what we can do to overcome or remove these barriers.

For some learners a more formal or diagnostic assessment may be helpful, which could involve the class teacher, SENDCo or external professionals. Some specialist support is provided through Norfolk County Council, as described on the Local Offer website, including Educational Psychologist services. Some support is available for free, while other services incur a cost. We may also suggest that families make an appointment with their GP for a referral.

Once we have gathered all the relevant information through a combination of the methods mentioned above, we work together to ensure that the child receives support that is designed to help them overcome or remove their barriers to learning.

How does the school know if my child is making progress?

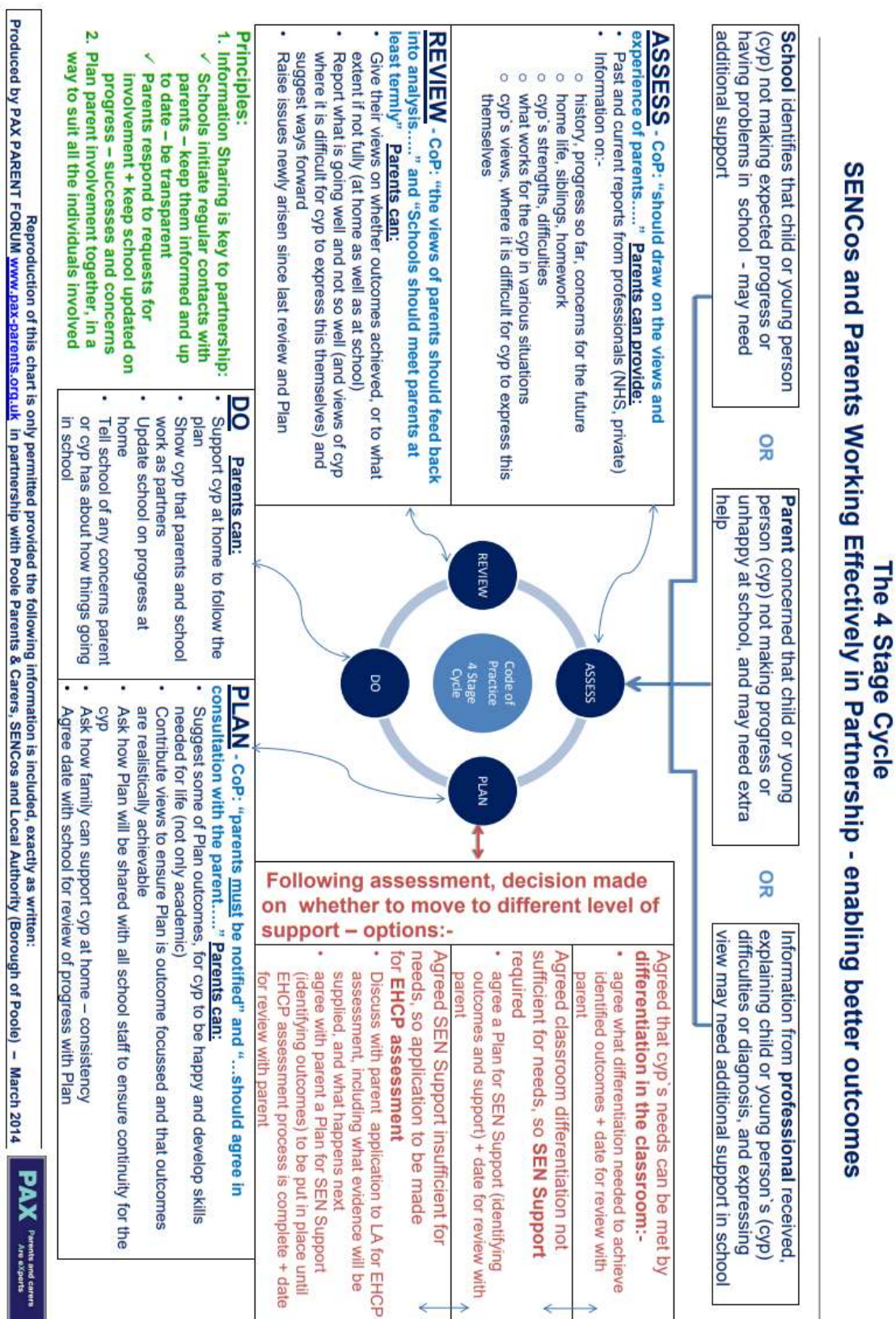
Hobart High School provides access to a broad range of intervention programmes, which cater for the all students demonstrating below average attainment. The school operates a graduated model of intervention at Key Stage Three and packages of support are individual and personalised.

Monitoring Progress: The Graduated Approach	Who is involved?
Assess <ul style="list-style-type: none"> • Baseline established by Hobart for comparison of support impact. • Carry out observations, hold discussions with key staff, parents and carers to identify and analyse needs. • In school assessments. 	<ul style="list-style-type: none"> • SENDCo • Head of Year • Pastoral Team • Teachers
Plan <ul style="list-style-type: none"> • Hold discussions with parents and carers, learners, staff and any specialist services involved regarding actions and support that need to be put in place. • Set date for review. 	<ul style="list-style-type: none"> • SEND Team • Head of Year • Pastoral Team • Teachers • Student • Parents/carers
Do <ul style="list-style-type: none"> • Implement the plan as agreed. • Observe and record evidence of support and progress. 	<ul style="list-style-type: none"> • SEND Team • Teachers • Student • Parents/carers
Review <ul style="list-style-type: none"> • Discuss effectiveness of the intervention and the impact on the learner. • Plan next steps carefully with parents, other specialists, and the learner. • Does the APDR cycle need to begin again? • EHCP annual reviews. 	<ul style="list-style-type: none"> • SEND Team • Teachers • Student • Parents/carers

What should I do if I think that my child may have a Special Educational Need or Disability?

We strive to maintain good home-school links and parents / carers are always welcome to speak to us if they have any worries. Ask to speak to your child's Class Teacher, Form Tutor or Head of Year about your concerns. If necessary, a meeting will be arranged for you to meet with Ms Ellison, the SENDCO.

The Chart below, produced by PAX Parent Forum, outlines how you and school can work in partnership to enable better outcomes for your child.



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

- At Hobart High School, high quality teaching underpins all SEND provision. There is a strong emphasis placed on differentiation, not just through the work provided, but also in questioning, the setting of homework, collaborative learning and the expectations of individuals. Through this bespoke approach, young people are able to progress at their level and at their own speed.
- Individual Education Plans (IEPs) are readily available to all teaching staff; these outline the strengths of the young person, any background information regarding their need, their targets and expected outcomes. These are created in collaboration with parents at the point where SEND need is identified and regularly reviewed. Parents / Carers will be invited to attend a meeting annually via our online Parent / Carer Evening system to discuss their child's IEP. This can be completed in person if preferable. At any point during the year, parents / carers can request a meeting to review strategies and amend the IEP.
- Some students use specialist ICT equipment in lessons to support their learning and some may have access to 1:1 adult support for part or all of the day, depending on their level of need. Some students may use coloured overlays, should they have a specific learning difficulty, e.g: such as visual stress. Others may use specialist equipment to accessibility of the learning environment. We work with specialist services, young people and their families to ensure that the reasonable adjustments we offer are wide ranging and responsive to the needs of the young people we work with.
- Some students may be entitled to exam access arrangements such as extra time, a laptop, a scribe etc. These access arrangements have to reflect the student's **normal way of working** in lessons. Evidence needs to be collected before access arrangements can be applied for. This is done through an external assessor.
- Some students may participate in specific interventions. These usually take place outside of usual lesson time. Should we feel that a student would benefit from one or more of these interventions we will communicate with parents/carers beforehand. Parents/carers and students themselves also have a fundamental part to play in assessing and reviewing the impact of participation in interventions.
- Some students at KS4 require an adapted curriculum to support the increased demands of study at GCSE. Should we feel that a student would benefit from this we will communicate with parents/carers to discuss enrolment on Curriculum Access as students prepare to make their option choices in Year 9. During Curriculum Access, selected students will access one less GCSE subject in order to work in a small-group supportive environment responsive to the individual needs of the child. This is usually run by a Higher Level Teaching Assistant in close liaison with subject teachers.
- Some students require reasonable adjustments like the ones above on the basis of medical needs. We work with relevant medical professionals/ services, young people and their families to draw up medical plans, risk assessments and risk management plans where necessary and ensure that the reasonable adjustments we offer are responsive to the needs of the young people we work with. For more information about how we support our young people with medical need through our policy for supporting students with medical conditions [click here](#).

The information below outlines the practice and range of support offered across the school in each area of need. Support is always tailored to the needs in an individual class or for an individual pupil and the offering in each class will reflect this and may change accordingly.

UNIVERSAL APPROACH	SEN SUPPORT
Listed below are the strategies which may be employed in our classrooms to support children's needs:	If a child requires support in addition to the universal approach they may receive the support listed below:
Cognition and Learning	
<p>High expectations of children and appropriate challenge for all</p> <p>Have a supportive ethos and environment which promotes respect and values diversity</p> <p>Ensure that curriculum promotes resilience and social and emotional development</p> <p>Provide a broad and balanced curriculum</p> <p>Work towards creating 'Dyspraxia/Dyslexia Friendly' classrooms</p> <p>Clear learning objectives and differentiated outcomes, clear instructions</p> <p>Clear feedback and next steps in their learning – children involved in the process and given time to respond</p> <p>Behaviour for Learning at the heart of lessons/school ethos</p> <p>Time to talk things through with a Talk Partner before feeding back to class</p> <p>Writing frames or alternatives to written recording when writing is not the primary objective</p> <p>Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals</p> <p>Personalised and differentiated teaching, including questioning</p> <p>Use scaffolding to ensure the development of literacy and numeracy skills, expressive language and communication skills and to minimise behaviour and emotional difficulties</p> <p>Offer peer to peer support eg. give time to think and talk to a partner before answering a question</p> <p>Use pre-teaching and link new learning and vocabulary to what the learner already knows</p> <p>Model to the pupil that making mistakes is OK and a part of the learning process</p> <p>Enable recording using alternatives to writing: Clicker, PPT, poster, orally, mind maps,</p>	<p>1:1 and /or small groups SPLD support by specialist teacher</p> <p>Phonics (group and 1:1)</p> <p>Catch-up numeracy</p> <p>Catch-up literacy</p> <p>In class support from teaching assistants</p> <p>Access to ICT to help reduce barriers to learning</p> <p>Lexia – literacy intervention</p> <p>Touch typing</p> <p>Visualising and verbalising strategies</p>

pictures/diagrams/maps, sorting statements or pictures into categories

Model, coach and reinforce skills, providing examples of new concepts drawn from learners real-life experiences

Give sufficient thinking time (10 second rule)

Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress.

Intervention given to overcome misconceptions

Differentiated curriculum planning, activities, delivery and outcome

Visual timetables

Illustrated vocabulary lists

Use of writing frames

TA in class support

Structured school and class routines

Communication and Interaction

A supportive ethos and environment which promotes respect and values diversity

Curriculum teaching and learning to promote resilience and support social and emotional learning

Effective transitions are planned at every stage (particularly at phase transfer)

Training for staff to promote understanding and confidence around ASD

Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language

Increased visual aids / modelling, visual timetables, symbols etc.

Set tasks with clear goals and break them down into step-by-step form. Ask direct, concrete questions at their level of understanding.

Alternative means of communication/augmentative communication strategies where appropriate

Extra time to think and respond to questions eg. '10 second rule'

Awareness of and reasonable adjustments for any sensory sensitivities (smell, clothing, noise, touch) that can be made in response eg. use of ear defenders

Flexible in approach to testing when ascertaining a CYP's cognitive ability, attainment and progress to meet the needs of individuals

Support learner to talk or write about imagined experiences and avoid tasks which depend on empathy

Language Link

Allow access to an identified key person

quiet or 'calm-down' space

Individual reward system

Home – school record

Nurture lunch time clubs offering a safe space for small groups of people

Individual Mentoring

Support for EPSS

Individual counselling

Year 6 transition support

Games Club

Language for Thinking

Talkabout for teenagers

Conversation Skills

Social Detective Skills

How to talk with Friends.

Titan (travel safety skills)

<p>Use of technology, writing frames (eg. mind maps, flow charts, photocopied notes) to minimise the need for written recording</p> <p>Explicit teaching of social skills eg. what to say/do when praised, how to ask for help</p> <p>Seat learner in an area of the classroom with a workstation free from busy displays and distractions</p>	
SEMH	
<p>Have a supportive ethos and environment which promotes respect and values diversity</p> <p>Staff development to support their own wellbeing and that of students</p> <p>Curriculum teaching and learning (RSHE, SMSC, Citizenship etc.) to promote SEMH</p> <p>Effective pastoral systems which support emerging difficulties at an early stage</p> <p>Whole school positive behaviour policy based</p> <p>Student voice able to influence decisions</p> <p>Have clear classroom routines and explicit expectations for behaviour and work</p> <p>Display classroom rules and routines for pupils to refer to and use visual prompts as reminders</p> <p>Provide structure, organisation and predictability in the classroom environment</p> <p>Targeted opportunities to build positive relationships with the pupil</p> <p>Model, coach and reinforce skills for collaborative group work</p> <p>Teach pupil-specific behavioural skills eg. how to ask for help</p> <p>Positive Reward System/certificates</p> <p>Communication and Interaction Interventions</p>	<p>Allow access to an identified key person</p> <p>Quiet or 'calm-down' space</p> <p>Home – school record</p> <p>Nurture Lunch Time clubs offering a safe space for small groups of people</p> <p>Individual Mentoring</p> <p>Individual counselling</p> <p>Year 6 transition support</p> <p>Communication and Interaction Skills</p> <p>Zone of Regulation workshops</p> <p>1:1 Mentoring</p> <p>Boxall profiling</p> <p>Titan</p>
Physical and Sensory	
<p>Appropriate training for all staff</p> <p>Provide access to additional specialist curriculum delivered by VSSS eg. Deaf Studies/PUD (Personal Understanding of Deafness) in order to come to terms and manage their hearing loss and equipment</p> <p>Audit accessibility regularly</p> <p>Eg. Do the edges of steps and stairs have good contrast? Are pathways and edges clearly defined?</p> <p>Ensure learner has an individual copy of print materials being read or written on the IWB. Ensure an appropriate format is used (eg. large print, Braille).</p>	<p>In class support</p> <p>Facilitate delivery of therapy programmes eg. Speech and Language Therapy, Physiotherapy, Occupational Therapy</p> <p>Ensure medical/care plans or intimate care plans are in place</p> <p>Seek advice on specialist arrangements for examinations and assessments</p> <p>Conduct a risk assessment and consider site accessibility</p>

<p>Ensure learner consistently uses any learning aids or assistive technology as advised and provided by specialist services eg. specialist chairs, standing frames</p> <p>Use real/tactile experience to replace or supplement visual input and stimuli</p> <p>Use larger-lined paper, columns or boxes to place numbers in, /squared paper. Have learner use dark pen instead of pencil</p> <p>Allow extra time to complete tasks and be aware of the fatigue the learner may experience</p> <p>Reduce need for extensive handwritten recording and ensure learner has access to the most appropriate medium for recording their work</p> <p>Ensure learner has all the curriculum materials and equipment required and that these are organised and contained consistently and securely (eg. non slip mat, a high sided tray or container with compartments)</p> <p>When alerting learners to an action, artefact, illustration or example don't just point - describe what you want the learners to take notice of and if necessary, describe what it is</p> <p>Ensure the learner is sitting in the most appropriate place in the classroom</p> <p>Flexible teaching arrangements</p> <p>Ear defenders</p> <p>Staff aware of implications of physical impairment</p> <p>Writing slopes</p> <p>Pencil grips</p>	<p>Use technology to maximise access to the curriculum and information</p> <p>Condition specific training eg. cerebral palsy, epilepsy, diabetes</p> <p>If resources in the setting do not meet need, refer to Access Through Technology (ATT) for hardware (eg. rollerball, adapted keyboard) or software (eg. predictive text, talking word processing.</p> <p>Access to a key worker when required eg. additional assistance may be required to access the curriculum, manage the condition and move around the site</p> <p>Reasonable adjustments to environment to support access</p> <p>Support from outside agencies like VSSS and Physiotherapy Service</p> <p>Sensory circuits/sensory room</p>
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What specialist services are available or accessed by Hobart High School?

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical Needs
External services we access	<p>Alpha Inclusion – specialists in autism and Social Communication</p> <p>Alpha Inclusion Speech and Language Therapist</p> <p>Access Through Technology</p>	<p>Educational Psychologist and Specialist Teacher – through the EPSS.</p>	<p>Child and Adolescent Mental Health Service (CAMHS)</p> <p>EPSS Social, Emotional and Mental Health in school support</p> <p>School Counsellor</p> <p>Chat Health</p> <p>School Nursing Team & Kooth</p>	<p>Virtual School for Sensory Support (VSSS)</p> <p>Children's Occupational Therapy Team</p> <p>EPSS Occupational Therapist</p>

If following a minimum of 2 cycles of Assess, Plan, Do Review, home and school are in agreement that as a setting we are struggling to meet the needs of your child, it might then be appropriate to request an EHC needs assessment.

SEN Funding

As well as the main school budget, schools receive additional money to support children with SEN. This is known as the 'SEN notional budget' and it is published in the school's SEN Memorandum.

From the SEN notional budget, the school must fund the first £6,000 of any additional support provided to each pupil, but the school does not receive this amount per pupil.

Last year, Hobart's SEN notional budget was £244,128. The school needs to make up any shortfall from their whole school budget. This means that the school received approximately £62.72 per pupil.

If a child has a high level of need that cannot be met within this £6,000, schools could apply to the Local Authority for additional funding via the new funding system based on the individual Identification of Needs Descriptors (INDES) completed for each individual child with SEN and the school Inclusion and provision self-evaluation framework (IPSEF). In 2023-24, Hobart received an additional £46,754 on top of the notional budget in order to meet children's needs. We also received an additional £5,933.33 via the Suffolk banding system. Currently, Norfolk have a freeze on new applications for additional funding until Spring 2025.

The SEND notional budget for 2024 -25 is £280,707. You can find Hobart's SEN Memorandum for 2024-25 here: <https://csapps.norfolk.gov.uk/BudgetShare/default.aspx>

Further information can be found on the Norfolk Local Offer:

<https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/identification-of-need-and-inclusive-provision>

How will my child be included in activities outside the classroom, including school trips?

Hobart is an inclusive school and believes that all students should be able to access the same experiences and opportunities. There are, however, times where in undertaking our statutory duties as a school, reasonable adjustments have to be made to ensure that every young person is included in every aspect of school life. Risk assessments are undertaken for every trip for all students, and individual risk assessments are carried out for some pupils, in conjunction with their parents/carers and any outside agencies where appropriate.

In 2024 - 2025, we are offering a range of additional clubs and activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENDCo or Teacher running the club to discuss specific requirements.

We offer a range of support to enable children with SEN to access opportunities outside the classroom:

- By providing extra support where needed to ensure we are able to meet the needs of all pupils. This could include additional teacher/teaching assistant support or peer support including buddying or mentoring by older pupils.
- By ensuring that pupils with SEN are supported to give their views about the kinds of clubs they would like to attend, through participation in School Council and pupil questionnaires / interviews about SEN provision.
- By matching leadership roles to pupils' strengths and interests.

- By discussing any concerns expressed by children or families about activities at the earliest possible time to ensure that we can overcome any barriers.
- Adjustments to equipment to provide opportunities for success: e.g. sports equipment.
- Adjustments to the physical environment to encourage attendance e.g. the provision of quiet/low stimulation areas and by providing some clubs by invitation only to ensure the right environment.
- By subsidising some clubs and trips where eligibility criteria is met.

Clubs vary from term to term but if your child is interest in taking part in a club that is currently running, they should approach their form tutor to make their interests known.

How accessible is Hobart?

The Hobart building has been adapted for wheelchair users throughout with push pads on doors and a lift to enable access to all of the main teaching rooms. We have links with the Virtual School for Sensory Support and the Children's Occupational Therapy and adapt the environment as needed for individual students with hearing and visual impairments. There are disabled / accessible toilets available throughout the school. There are disabled toilets available throughout the school. The swimming pool is fitted with a hoist and sling.

Admissions to Hobart

Hobart is an inclusive school, and we follow the admission guidelines of Norfolk County Council. A young person would not be discriminated against on the grounds of special educational needs or disability. Please see our [Single Equality Policy](#).

Attendance and punctuality

Attendance and punctuality is monitored daily by Form Tutors and the school's Pastoral Team. Hobart's [Attendance Policy](#) is updated regularly. The policy outlines a formal and structured process for addressing concerns.

What will Hobart do to assist my child to move onto their next stage of education?

Those students with SEND Support Status or an Education and Health Care Plan (EHCPs) will be prioritised for post-16 advice. Students will meet with a Careers Advisor for guidance relating to the next stage(s) of their education. Those students who are most vulnerable and have a high level of need will be entitled to an enhanced transition; this may involve regular visits to their next provider.

Deployment of Staff and Resources:

The SEND Budget for 2023/24 has purchased the following:

- Access to programmes of intervention as outlined earlier in this document, including contracting of Alpha Inclusion (autism and social communication specialist service), Educational Psychologist, Occupational Therapist and Advisory Support Teacher services.
- Access to School to School.
- Resources for Spelling and Reading Screening for Years 7, 8 and 9.
- Resources to support mentoring intervention.
- Resources to support mental health interventions.
- Resources to support emotional regulation intervention.
- Resources to support social communication interventions.
- Resources to support sensory needs of young people.

- Reading pens for use by KS3 students.
- Resources to support students experiencing exam stress.
- Resources to support Emotional Literacy.
- External Assessor and assessment resources for Access Arrangements.
- Specialist exercise books to support student with Visual Impairments.
- Equipment to support young people with visual impairments.
- Screening tests to support the identification of SEND and need for reasonable adjustments for exams.
- Resources to support our lunch time nurture games club.
- Resources to support our sensory room.

Staff Training and Development:

- Reader and Scribe training for all Teaching Assistants and other relevant staff.
- JCQ update training for SENCO and HLTA.
- Child Protection and Safeguarding Training for all staff.id training for the SENDCO.
- Ipsef Training for SENDCO.
- 3x Essential SENDCO network meetings for SENCO delivered by Willow Tree Learning.
- Effective use of support staff for the SENDCo
- Successful strategies at SEND Support for SENDCo, disseminated to all staff through SEND briefings.
- Active Listening for SEND administrator.

External Agencies:

During the academic year 2023-24, external agency support has been provided by:

- Alpha Inclusion Autism and Social Communication Consultants
- Educational Psychology and Specialist Support (EPSS) – providing access to Educational Psychologist, Occupational Health and Advisory Support Teacher services.
- Child and Adolescent Mental Health Service (CAMHS)
- The Virtual School for Sensory Support
- The Virtual School for SEND
- Early Help Team for Norfolk;
- School2School
- Medical Needs

Contact Details:

For further information, please contact:

- Your child's Form Tutor or Head of Year
- SENDCo: Ms Ellison (kellison@hobart.org.uk)

Additional Information

Should you wish to make a complaint, our complaints policy can be found at: [Complaints Policy](#)
This document will be reviewed annually, in conjunction with school staff, governors, parents and students.

Useful Links

- **The Norfolk Local Offer** brings together information that will be helpful to children and young people with special educational needs and/or disabilities (SEND) and their families. This includes advice and information about Education, Health, Social Care and Independent Support: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>
- **The Department for Education** is responsible for children's services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England. They also offer guidance and Support: <https://www.gov.uk/government/organisations/department-for-education>
- **Norfolk SEND Partnership Information**, Advice and Support Service provide free and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers: <https://www.norfolksendpartnershiass.org.uk/>

*To discuss any aspect of this report or Hobart's SEND Provision, please
do not hesitate to contact the school's SENCO, Mrs Kerry Ellison
(kellison@hobart.org.uk)*