

SEND Information Report for Hamsey Green Primary School

2018-19

Welcome to our SEND information report which is part of the Surrey Local Offer for learners with Special Educational Needs and Disabilities (SEND). As set out in the SEN Code of Practise (Chapter 6.79) all governing bodies of maintained school and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. This information is updated annually.

Hamsey Green Primary School is a mainstream, inclusive setting. At Hamsey Green Primary School we value all members of our school community and are committed to working together with all members of our community.

Please find below contact details if you would like to contact us in relation to SEND:

School Office: office@hamsey.surrey.sch.uk 01883 622 000

SENCO: Mrs Ali senco@hamsey.surrey.sch.uk 01883 622 000

SEN Governor: Mrs Pamela Dearden clerk@hamsey.surrey.sch.uk.

Our Approach to teaching learners with SEND

At Hamsey Green Primary School we aim to provide an environment which is inclusive, caring and stimulating, with high expectations of achievement and behaviour for all pupils.

Class teachers are committed to meeting the needs of all the children in their class through careful differentiation of learning, activities and the support given. This is to ensure that the children's work is just hard enough for them to develop independence and make good progress. Class teachers also make arrangements for children to have additional support within the class to make sure they don't fall behind, or to help them catch up. If a child has complex special educational needs or disabilities, they may need provision that is additional to or different from that given to other children. The class teacher and SENDCO will plan and monitor this provision, which may include specialist teaching, work in small groups or individually with a teacher or teaching assistant.

Hamsey Green Primary School fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). We are committed to developing the knowledge and skills of all staff to enable them to support the needs of all children within the school including those who may have additional difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

We have staff that are trained in the following areas:

- Speech language and communication needs

- Social Skills
- Autism awareness
- Principles of Cognitive Behavioural Therapy
- Lego Therapy
- Emotional Literacy Support
- Individual medical demands
- Occupational Therapy

The school is also committed to accessing training and advice for special needs that occur less frequently.

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Our Admission Policy arrangements for children with a statement of educational needs/Education Health Care Plan (EHCP) do not discriminate against those with special educational needs. We will follow the school admission procedures.

How we identify SEND

Hamsey Green Primary School SEND Policy can be found on our Website under School Information / SEND Provision

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age: or (b) Have a disability which prevents or hinders them 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”

We follow the SEND Code of Practice (2014) tracking the progress of all our learners and as professionals we regularly discuss any concerns we have as well as celebrate achievement. Teachers follow a continuous cycle of Assess, Plan, Do and Review which informs their planning, enabling them to plan carefully for the needs of individual children. We have systems in place to use data to support tracking.

Where pupils’ progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

We monitor children’s attainment and progress in their learning, behaviour and social development, from school entry and we quickly identify children who are not making the progress we would expect.

We carry out some assessments ourselves to help identify what is preventing the child from making progress. We also refer to outside agencies such as Educational Psychology or the school health service to help us identify and address more complex needs.

What should you do if you think your child may have Special Educational Needs and Disabilities?

If you believe your child is not doing as well as you would like we are available to discuss any concerns you may have. We will keep you fully informed to ensure your child is given timely and appropriate support. We liaise closely with pre-school settings/health services/previous schools to make sure we are aware of any needs that have already been identified.

We actively encourage parents and carers to tell us if they know or think their child may have a special educational need. Parents can talk to their child's teacher or can ask for a meeting with the SENCO.

Support for children with Special Educational Needs and Disabilities

Each learner identified as having SEND, is entitled to support that is '**additional to**' or '**different from**' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified.

The types of support available to pupils with additional needs are listed on our Whole School provision map on our school website.

When providing support that is 'additional to' or 'different from' we engage in a four-stage process: Assess, Plan, Do and Review.

Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a Provision Map and will form the basis for regular review meetings.

Do – providing the support as set out in the plan

Review – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved - learner, parents or carer and teacher - contribute to this review. This stage then informs the next cycle, if necessary.

This additional support, 'intervention', will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs.

These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and their parents or carers.

While the majority of learners with SEND will have their needs met in this way, some may require an Education Health Care (EHC) Plan. Assessment for whether a child meets the threshold for an EHC plan will be carried out by the Local Authority.

Our arrangements for involving parents of children with SEND in their child's education

At Hamsey Green Primary School we try to involve parents in the school community as much as possible, as we believe the best way to support a child's education is to have a positive and open home school partnership. We are always keen to develop partnership with parents and the wider community. We view ourselves as being open and approachable. We have open mornings and coffee mornings where we encourage parents to become involved in pupils' learning. These are good opportunities for skills to be shared and links to be forged between parent and school.

Parents of all pupils are given the opportunity to meet with their child's class teacher to discuss progress. For children who have SEND class teachers may request additional meetings with the parents and child to discuss progress towards individual targets and the setting of new targets on Individual Provision Maps. For pupils with Education Health Care Plans we hold Annual Review meetings at least once a year for pupils so that progress can be discussed and long-term targets set for the following year.

We have a parent teacher association 'The Friends of Hamsey Green' where parents can become involved in school life. Details of The Friends can be found on the school website under parents.

We are very keen to hear from any parents who are willing to volunteer their time in supporting the school. This may be through volunteering with The Friends, who regularly fundraise in order to support the school. There are also opportunities to hear pupils read, to assist in outdoor learning activities and to accompany pupils on school trips. If you would like to volunteer to help in school on a regular basis please contact the school office in the first instance. An appointment will be made to meet with the school business manager Mrs J. Daws. All volunteers work within school subject to DBS clearance as part of our safeguarding policy.

How we involve children with SEND in their education

There are regular meetings between class teachers, the head teacher and the SENDCO to discuss individual progress and where additional needs are identified to plan the level and type of support required. Additional support and specific interventions to accelerate progress are planned on a termly basis and monitored and reviewed each half term to evaluate their effectiveness and value for money. Children are involved in this process through discussion of short term targets when children have an Individual Provision Map. If pupils are receiving intervention, provision documents will be discussed at consultation meetings with the class teacher or SENDCO if requested. In house specialist teachers and other staff such as the speech therapists and teaching assistants may also be involved in discussion as appropriate. Referrals are made to involve external agencies with parental permission.

Some children also have a One Page Profile that details the way they like to be supported as well as the things they may find difficult. Children are involved in the creation of their Provision Maps and One Page Profiles at a level appropriate for their age and understanding.

Assessing the Impact of Intervention

The interventions used will be those that are proven to make a difference for most learners. A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less or greater than anticipated adjustments will be made to the intervention. In some cases of progress being greater than anticipated it may be decided that the child no longer requires intervention.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech and Language Therapy services, Occupational Therapist, Advisory Support Teacher, Educational Psychologist or health services such as a Paediatrician.

Where a child has an Education Health Care Plan (EHCP), there will be an annual review held taking into account the views of the child, their parent or carer and all other professionals involved with the child.

Opportunities for Enrichment

At Hamsey Green Primary School we have a whole school approach to inclusion which supports all learners engaging in activities together. This extends to extracurricular activities and any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. Risk Assessments are completed for SEND pupils as appropriate.

School trips are planned by class teachers and link to areas of learning within the curriculum. Class teachers will visit before a trip to take place to carry out risk assessments. The level of support needed for a pupil with special educational needs would always be a priority. If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent/carer may also be asked to accompany their child during the activity in addition to the usual school staff.

Please contact us if your child has any specific requirements for enriching activities within the curriculum (e.g. school trips or outdoor learning) or for extra-curricular activities (e.g. clubs).

Involvement of outside agencies

At Hamsey Green Primary we are concerned with the overall development of the learner which may necessitate at times working with agencies outside the school setting. We hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases parents and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the pupil.

We can access support from a variety of services including; STIP (Surrey Teachers for Inclusive Practice), the Educational Psychology Service, Occupational Therapy service, PSSS (Physical and

Sensory Support Service, speech and language service, CAMHS (child and adult mental health service) and Linden Bridge ASD outreach service.

We have a duty in ensuring Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher meets with social services and the virtual school to ensure the child's wider needs are being met. A Personal Educational Plan (PEP) is produced termly to help support the child develop holistically.

What support will there be for my child's overall wellbeing?

The wellbeing of every child is the key priority of our School. All our staff are regularly trained to provide a high standard of pastoral support and we have a Pastoral Leader. Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place. Our Behaviour for Learning Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged Unauthorised absence. Learner voice, through School Council and PSHCE, is central to our ethos.

How will the school prepare and support my child to join the school or transfer to a new school?

Mrs K. Jordan the Early Years Leader runs the 'getting ready for school' programme. Home visits are offered to parents of new families of reception age children. We liaise with pre-schools and children visit school before starting in Reception. The Early Years Leader also runs workshops for parents both before starting school and following their introduction to school.

The transition from KS1 to KS2 is carefully planned as this involves moving from a smaller, familiar environment to the larger upper site. Regular visits to the upper site take place in the summer term of year 2. A parent's information evening is held to support transition to the Junior school.

We have close links with local secondary schools. Pupils in years 5 and 6 regularly attend classes at Warlingham School. Pupils also visit Riddlesdown Collegiate for science events. With regard to transfer to secondary school, Year 6 Hamsey Green Pupils attend taster days at whichever secondary school they have been allocated. An additional visit for SEN pupils is arranged through the SENCo.

The school SENDCO liaises with secondary school SEN staff and they may attend annual reviews of EHCP (formerly pupils with a statement of educational needs) in supporting parents in making their choice of secondary school. For any children that require additional support for the transition, a specific intervention will be run in the summer term.

Who can I contact for further information?

In the first instance, if a parent has a concern, they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the year group phase leader would be the next

person to contact. They may then refer concerns to the SENCo and a meeting may be convened in order to discuss the nature of the concern.

A copy of the school's policy for dealing with parental concerns can be found on the school website. This policy outlines the steps the school will take in handling each concern.

Where a resolution between the parent and school cannot be reached then parents

Parents are able to seek independent help and advice about all aspects of SEND from the following services:

Surrey's Local Offer - <https://www.surreysendlo.co.uk/>

Family Voice Surrey - <http://www.familyvoicesurrey.org/>

Surrey SEND Information, Advice and Support Service (SSIASS) - <http://www.sendadvice.surrey.org.uk/>

If you would like any further information or would like to visit our school please do not hesitate to contact the school office and book an appointment to see Mrs Ali

Glossary of SEND terms – lots of the terms are abbreviated and can be confusing. Here is a list of the barriers to learning, services which support children and the people who may be involved in your child's education.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactive Disorder
ASD	Autistic Spectrum Disorder
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
EHCP	Education Healthcare Plan
EP	Educational Psychologist
EAL	English as an Additional Language
HI	Hearing Impairment
MLD	Moderate Learning Difficulty
OT	Occupational Therapist
SALT	Speech and Language Therapy
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs and Disability
SpLD	Specific Learning Difficulty VI Visual Impairment

