



HAMPDEN GURNEY'S SEND INFORMATION REPORT

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND).

The Westminster Local Offer aims to provide you with the information you may need or want to know about resources, services, support, activities and events for Westminster children and young people with Special Educational Needs and/or Disabilities in their families.

<http://localoffer.westminster.gov.uk>

Hampden Gurney's SEND Information Report, aims to detail our 'School Offer' to children and families who have a need for SEND provision. We have anticipated questions that parents may have and have answered them as concised as possible. Should you require any additional information, please feel free to contact the SENDCo (Eva Valverde) or your child's class teacher- we would be more than happy to discuss with you any questions which you may have.

1. What is SEND?

Special Educational Needs and /or a Disability, can affect many children throughout their school career and beyond.

Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'life long'.

SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class.

For example, they may have additional needs due to dyslexia, coordination problems, number understanding, significant sight problems- the list is endless and every child is unique- however, a carefully planned approach is needed, additional to high quality class teaching in other for these children to achieve as well as they can.

2. Who are the best people to talk to at Hampden Gurney C of E School about my child's difficulties with learning, special educational needs or disability?

- First, talk to your child's class teacher about any concerns you may have.
- It is likely that the class teacher will have discussed your concerns with Eva Valverde, the school SENDCo. You may wish to arrange a meeting directly with her or via the school office.
- If you continue to have concerns, arrange to discuss these with Mrs Chua, the Head teacher making an appointment through the school office.

3. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the earliest opportunity to discuss any concerns and agree a way forward.
- The class teacher may also talk to you about any issues at a parent/teacher consultation meeting.
- The SENDCo may contact you and arrange a meeting to discuss your child's difficulties and any possible support strategies the school might be considering.
- For some concerns, we may discuss the involvement of the Educational Psychology Service, Speech and Language Therapy

Service, Occupational Therapy Service, Child and Adolescent Mental Health Service, Anna Freud or your local GP.

- **Your child may be placed in the school's SEND register when a learning difficulty or disability calls for special educational provision that is provision different from or additional to that normally available to pupils of the same age.**
- **It is important to understand, however, that the purpose of such involvement of professionals is not to seek a 'label' or 'diagnosis'- but more often, in order for advice to be offered to help the child learn as well as they possibly can. If the needs are addressed, we are confident in the outcomes of such support and the issue has been resolved, your child will no longer be placed on our SEND register.**

4. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- **Parents often have a clear picture of their child's needs and as a school, we see parents as full partners in their child's education. At Hampden Gurney C of E School, we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We also believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.**
- **You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and other adults working with your child.**
- **If your child has an identified special educational need, you will be invited to a termly meeting with the class teacher or SENDCo to contribute in discussing current progress, support strategies being used and expected outcomes. An IEP (Individual Educational Plan) will be produced every term with such outcomes and strategies**

which, when possible, will also be shared with your child so he/she can take ownership.

- If your child has an *Education, Health and Care plan* (EHCP) you and your child will be able to share your views at regular meetings with your child's class teacher, SENDCo and at the Annual Review, where a number of agencies involved with your child will also be invited.

5. How does Hampden Gurney C of E School ensure the teaching staff is appropriately trained to support my child's special educational needs and/or disability?

- At Hampden Gurney C of E School we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher. When extra support is needed and external agencies are involved, for instance, Speech and Language Therapy, the therapists will advise and produce resources for the adults working with your child.
- Each year, the needs of children within our school are carefully considered and training organised to up-skill staff.
- During the 2017-2018 academic year, staff at Hampden Gurney have received training on Dyslexia, Supporting Pupils on the Autism Spectrum, Occupational Therapy training, Secure Attachment training, Speech and Language Therapy training and Helping Hearing Impaired Children Achieve .
- The SENDCo attends SENDCo forums termly to upskill and to create links with schools and external agencies.
- The school is able to access training programmes from different organisations including the Westminster Training and Outreach team based at QE2 School who offer an excellent range of continued professional development and learning opportunities for school staff.
- Individual training can also be arranged when necessary.

5. How will the curriculum and the school environment be matched to my child's needs?

- **At Hampden Gurney we challenge ourselves to deliver high quality provision, within an ethos of care, support and understanding for both children and families.**
- **We have a designated SENDCo, Eva Valverde, who oversees the provision for all children with additional needs across the school.**
- **We believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher who will carefully plan the curriculum to match the age, ability and needs of all the children in the classroom. When doing so, the class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.**
- **It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.**
- **Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.**

7. What types of support may be suitable and available for my child?

This really depends upon the nature of your child's needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

At Hampden Gurney CofE School we have a 3 tiered approach to supporting a child's learning.

Universal – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.

Targeted - it may be appropriate to consider making additional special educational provision to remove or reduce any obstacles to your child's learning.

This takes the form of a graduated four part approach of

- a) **assessing** your child's needs,
- b) **planning** the most effective and appropriate intervention,
- c) **providing** this intervention and
- d) **reviewing** the impact on your child's progress towards individual learning outcomes.

(Specific targeted one to one or small group interventions may be run outside the classroom.)

Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, Sensory Advisory Teachers and the child development service. The school may need to prioritise referrals to these services. After asking for your consent, a referral will be made to the suitable agency. The professional will be working with you and will explain what the process will be like. Outcomes and recommendations will be shared with you and the school and reviewed later on.

- Some examples of additional provision which could be suitable for a child with SEND could include:
Some individual teaching, following dedicated programmes to address specific needs, e.g. Toe by Toe for reading and spelling difficulties or those directed by Speech and Language Therapists, Educational Psychologists or any other service.
- Small group focus work to address shared issues
- Specialist interventions, e.g. Occupational Therapy, Speech and Language Therapy, Advisory teachers for Visual and Hearing Impaired children, Advisory teachers for children with ASD and interventions from family therapist from Anna Freud.

- Learning Support Assistant support within class.
- Additional resources to enable better access to the curriculum suggested by professionals.
- Assessments undertaken by professionals i.e. Educational Psychologists and Speech and Language Therapists in order to pinpoint exact areas of difficulty.

8. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The Individual Educational Plan (IEP) , strategies and progress will be reviewed termly. Your child's work will be assessed continuously through observations, feedback and assessments.
- External agencies and specialists will also review your child's progress and adapt their planning accordingly.

9. What is an EHC Plan (Education, Health and care Plan)and who can request one for one for my child?

- The purpose of an EHC Plan(Education, health and care Plan) is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood.

An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,

- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

You or the school, usually the SENDCo or Head teacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan (*Education, health and care Plan*).

10. How will you help me to support my child's learning?

- We very much value the contribution that parents can make to their child's education. By making an appointment via our school office, you are always welcome to call in to see how your child is getting on.
- We also expect parents whose children are on the Special Educational Needs and Disabilities register, to meet once a term with the class teacher to agree and evaluate targets for their child's IEP (Individual Educational Plan).
- Parents with children who have an EHCP (Educational and Health Care Plan), will be asked to attend 'Annual Review' meetings to enable the staff who work with the child, discuss outcomes for the following year. There are also two Parents' Evenings each year where parents can discuss their child's learning with their teachers.
- We sometimes run parent/carer workshops in school to help you understand the strategies that we use. In addition, we may be able to offer you individual training in specific support strategies relevant to your child. For instance, our Educational Psychologist offered a workshop on dyslexia which parents found very useful.
- The staff working with your child may support you with strategies, resources and ideas for supporting your child's learning at home.

11. How is support allocated to children and how do they move between the different levels of support in school?

- Each school receives its school budget in April, and as part of this budget there is a 'notional' SEN amount. As such, schools are responsible for funding the first £6k of support for children with SEN- after which they can request addition 'Top Up Funds' from the Local authority; generally this is for children with very high needs and often in receipt of a EHCP. In order to access these funds, the school details the provision the child is receiving and at what cost to the school.
- Children in receipt of an EHCP may be allocated additional funds as part of the plan. The use of these funds is discussed at the initiation of the plan and during the review meetings to ensure best value is achieved.
- More information about SEND finances is available on the Local Authority Local Offer website.
- Additionally, the Head teacher and the SENDCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.

12. What support will there be for my child's happiness and well-being at Hampden Gurney C of E School?

- At Hampden Gurney CofE School we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- We offer an evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. The scheme of work that we use at Hampden Gurney is JIGSAW PSHE. www.jigsawpshe.com

- You can be confident that in particular your child's class teacher, the teaching assistants, Learning Mentor (Debbie Mulloy) and the SENDCo (Eva Valverde) are available to provide support to match your child's needs.
- Additionally, Hampden Gurney funds a therapist from Anna Freud National Centre for Children and Families. If you think that your child would benefit from professional support to build on strengths and achieve their goals in life, the SENDCo can make a referral.
- Referrals to CAHMS (Child and Adolescent Mental Health Services) can also be done if necessary.

13. How is my child included in all the same activities as his/her peers at school?

- Hampden Gurney C of E School is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- Risk assessments are carried out and procedures put in place to enable all children to participate in all school activities. When necessary, the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

14. How will Hampden Gurney C of E School support my child in transition stages?

- We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While at Hampden Gurney C of E School, we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff is aware of individual pupils needs, learning progress and best support strategies.
- Hampden Gurney C of E School makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Please contact us for further details.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- You will be kept informed of these arrangements and asked to attend the reviews. To smooth transition, your child secondary school will also be invited to the Year 6 review.

15. Who can I contact if I have a complaint about the SEN provision made for my child?

- Initially speak with your child's teacher and/or the SENDCo. Hopefully they will be able to address your concerns.
- If you are still unhappy with the outcome of your complaint, you should then contact the Head teacher, Mrs Chua.
- Additionally, you can contact Mrs Anne Larkey , who is Hampden Gurney's school governor with responsibility for SEND and she can be contacted via the school office.

16. If I have any other questions about my child at Hampden Gurney C of E School, who can I ask?

At Hampden Gurney C of E School we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

- The class teacher
- The SENDCo- Eva Valverde
- The Headteacher- Evelyn Chua
- The Deputy Headteacher- Peter Francis
- SEND Governor- Anne Larkey