



Hampden Gurney

Church of England Primary School

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.

Hampden Gurney School provides fully inclusive mainstream primary provision. We strive to ensure that all pupils achieve their potential spiritually, academically, physically, personally, socially and emotionally excelling in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

1. What is SEND?

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

The Code of Practice uses this definition:

A child or young person has SEND 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 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*

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

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 order 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. You can arrange a meeting either directly with the teacher or via the school office.

- 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?

The progress of all our children is closely monitored. Staff are continually assessing and evaluating the impact of their teaching through ongoing assessment. Termly pupil progress reviews are held between teachers and members of the Senior Leadership Team (SLT) during which the attainment and progress of all pupils within the class are discussed. If a child appears to be having difficulties with learning, the class teacher will identify the possible barriers and put in place strategies and interventions to remove or reduce the level of impact of these barriers and plan the next steps in learning for the child.

- 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.
- 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?

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

The induction programme for new staff and rigorous performance management process help to identify the training needs of staff.

The SENDCo actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

Outside agencies provide training and coaching to members of staff working closest with pupils with specific needs.

- 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
- 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.

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

Staff at Hampden Gurney C of E School are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account needs and requirements of all pupils. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with long term goals of developing independent learning skills.

Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.

Your children's support 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, Autism 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.

Specialist interventions, e.g. Occupational /PhysioTherapy, Speech and Language Therapy, Advisory teachers for Visual and Hearing Impaired children, Advisory teachers for children with ASD, interventions from family therapist from Anna Freud and the school nurse.

7. 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.

- MIND is a Mental Health Charity that provides Hampden Gurney with a well-being practitioner. Our practitioner aims to promote good emotional wellbeing and mental health for our children.
- 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?

At Hampden Gurney we believe all learners are entitled to access curricular and extra-curricular activities. We are committed to making reasonable adjustments to ensure participation for all. We offer a range of clubs and activities after school and during lunch time. We also run daily breakfast club. Risk assessments are carried out and reasonable adjustments are made to ensure all pupils are able to participate in all activities.

Our trained sports professionals will ensure differentiated activities for pupils with SEND and changes are made as necessary in order to accommodate children with a specific requirement.

- Hampden Gurney C of E School is an inclusive school and committed to providing equal opportunities for all children.

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

Transition is a part of life for all learners. This can be transition to our Nursery/Reception class, a new class in school, having a new teacher, moving to Hampden Gurney from another school, or moving onto another school. Planning for successful transition in partnership with children, families and other providers forms an important part of our provision for

learners with SEND. In order to reduce anxiety and concerns around “moving on”.

- When joining Hampden Gurney, 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 by attending information sharing meetings. Opportunities for pupils to visit the new class and teacher are planned.
- 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.
- 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
- SEND Governor- Anne Larkey



