

Hinchley Wood Primary School (HWPS)		SEN Information Report- last update September 2016
Questions	School Response	
1	How does HWPS know if children need extra help and what should I do if I think my child may have special educational needs?	<ul style="list-style-type: none"> • The progress of all pupils is monitored regularly by class teachers and the Senior Leadership Team so that the school can identify the need for additional support when a pupil is not making expected progress in a particular area of learning. This will then be discussed with parents/carers. • The national expectation, for a child starting Reception, is for a child to begin working within the 40-60 months band. We assess children on entry to our school. Children who are not making expected progress are given extra support through our Provision Mapping groups (targeted interventions for small groups). • The Leaders for Key Stage 1 and 2 monitor progress for all children on a termly basis. Children who are not making expected progress are given extra support through our Provision Mapping groups. • If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns. They can also speak to our Inclusion Leader. • Staff are vigilant at supporting each child and raising any concerns. We recognise the importance of early identification. • Strong links with local nurseries ensure appropriate transfer of information for children entering our Reception classes, including those children with Special Educational Needs and Disabilities (SEND).
2	How will HWPS support my child?	<ul style="list-style-type: none"> • When the school identifies the need for additional support to enable a pupil to make expected progress the parents/carers will be invited to a meeting at the school with the class teacher to draw up a PPM (Personalised Provision Map). The Inclusion Leader may also be involved. • This PPM will detail the targeted provision, the expected outcome, the person responsible for providing the intervention and for how long the intervention will run. • We have a school provision map which shows the range of interventions in place in our school. This is used where we identify children who will benefit from these interventions. All the intervention programmes we use are tried and tested and known to support children to make increased progress. • We make referrals to outside agencies e.g. Speech and Language and Behaviour Support when

		<p>children require extra support beyond that which is provided in class or through small group work.</p> <ul style="list-style-type: none"> • We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. • Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a termly report from the Inclusion Leader on the progress of pupils with SEND. • The Head Teacher and Inclusion Leader play an active role in monitoring the quality of SEND provision and the impact of all interventions.
3	<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. If, for example, a child has Speech, Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary. • Subject planning and activities are differentiated on a lesson by lesson basis so that the needs of each child can be met. • In year groups where extra support for English and/or Maths is identified for a number of children, we run a third group of approx.12 children (this runs parallel to the sets in the year group). • Regular Pupil Progress Review meetings help to monitor the school's personalised curriculum and reflect on the best next steps for each child.
4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • Parents/ carers may arrange to meet the class teacher and Inclusion Leader whenever they need to discuss the support that the school are providing and how they can help their child at home. • We will talk about the progress your child is making and share ideas about how we can together help them to do even better. • Parents/ carers of children with SEND are given the opportunity to sign up for an extended meeting time with the class teacher during our parent/carers consultations. • PPMs set out current targets, a weekly progress log and how parents can help their child to practise further at home in order to support the learning at school. • We hold workshops for parents to share teaching and learning strategies e.g. Helping Your Child with Reading and Maths Strategies.

5	What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> • HWPS is a values based school; the values are discussed and explored regularly through assemblies and class discussions. Our values led work promotes and encourages all pupils to enjoy positive experiences which enhance their well-being. We support children in developing a strong set of values within a framework of respect, trust and co-operation. • All pupils are supported with their social and emotional development through the curriculum and at playtimes. • We have an Emotional Literacy Support Assistant (ELSA) who works with children across the school to support their well-being, confidence and self-esteem. • We run specific clubs which support children's social and emotional development. • We provide 1:1 and small group work to support social and emotional skills. • Relevant staff are trained to support medical needs and a medical plan is drawn up as needed. • The Behaviour Policy, which includes guidance on expectations, rewards and consequences, is in place and fully understood by all staff.
6	What specialist services and expertise are available at or accessed by HWPS?	<ul style="list-style-type: none"> • All teachers hold Qualified Teacher Status and they receive regular training and coaching to further develop their skills and knowledge of SEND. • All staff adhere to our Health and Safety and Welfare policy. • In house we have a Staff Skills Register which details the SEND expertise of the current staff. • We have access to the following specialist services: Educational Psychologist, Behaviour Support Services, Language and Learning Services, Speech and Language Therapy, Occupational Therapy, Visual and Hearing Impairment Support Services, ASD Outreach (Linden Bridge), CAMHS and the School Nurse team.
7	What training have the staff supporting children with SEND had, or what training are they having?	<ul style="list-style-type: none"> • The Inclusion Leader is a qualified teacher and holds the National Award for SEN Coordination (NASENCo). She attends SENCo network meetings run by Surrey training provider Babcock to ensure the school is implementing best practice. • All staff are regularly updated on matters relating to SEND. • Recent training has included Supporting Anxiety, Understanding ASD, Supporting Children with Speech and Language difficulties, Supporting Children with Dyslexia and the Use of the Precision Teaching Method to support pupils with SEND. • Future planned training includes Powerfully Positive Lunchtimes and Supporting Children with ADHD.

8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • HWPS policies and practice promote the involvement of our learners in all activities both inside and outside of the classroom in consultation with staff and parents as applicable. • We ensure that all children are included in activities, including school trips, by carrying out a risk assessment. 1:1 support may be provided for children with a statement.
9	How accessible is the environment at HWPS?	<ul style="list-style-type: none"> • All staff adhere to the Single Equality Scheme. • Our Accessibility School Plan is monitored annually by the school governors. • We are committed to making reasonable adjustments. • Our site is wheelchair accessible. There are two disabled toilets.
10	How will HWPS prepare and support my child to join the school and transfer to a new school?	<ul style="list-style-type: none"> • A member of our Early Years Team will visit your child in their nursery setting. They meet with you and the Nursery Assistants to discuss transition. • In the Early Years we hold an Induction Evening in July and a coffee morning at the end of September to share information with you. • In Reception we hold <i>Stay and Play</i> sessions for you to come in to the classroom and work alongside your child. • During the summer term, parents of EYFS children are invited to a coffee morning with the Key Stage 1 Leader to discuss transition to Year 1. • In the summer term we organise Meet the Teacher afternoons where your child will be able to get to know their new teacher and classroom in preparation for the new school year. • We hold a <i>Flying up to Juniors</i> evening for children moving from Year 2 to 3. • When your child reaches Year 6 we liaise with staff at the secondary setting to ensure a smooth transition. We organise visits to the new setting during the summer term for children with SEND.
11	How are the resources at HWPS allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • Finances at HWPS are monitored regularly. Resources are utilised to support the strategic aims of the school as well as individual learner needs. • The SEND budget is used to meet the needs of children through staffing, ongoing training, specialist input and resources. • Recent examples of resources the school has purchased include sensory equipment, wobble boards and writing slopes. We also work with the local authority to ensure that children with SEND are provided with the necessary resources e.g. specialist IT equipment.

12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • Quality First Inclusive Practice is clearly defined at HWPS and all staff are expected to deliver this. • Decisions regarding support are made between the class teacher, parent/carer and Inclusion Leader at Pupil Progress Reviews or SEND Review meetings. The child will be included as and when it is appropriate.
13	How are parents involved at HWPS? How can I be involved?	<ul style="list-style-type: none"> • We hold the Working in Partnership with Parents Award. • The Governing Body includes Parent Governors. • We actively involve parents in the life of the school and we have a parent/ carer skills list. Parents have helped support reading, play maths games and share art/ cookery skills as well as assisting on school trips. • Parents/ carers are invited to take part in our <i>Stay and Play</i> and <i>Share and Learn</i> sessions. • In the autumn term we hold a Meet the Teacher afternoon where parents/ carers are invited in to school to meet the class teacher and discuss information related to the year group. • Parents are invited to SEN/D meetings and encouraged to have their voices heard. • We run a parent/ carer group for supporting families with children who have ASD and we have a parent contact for Dyslexia. • There is an open door policy at HWPS as we believe this strengthens the dialogue between staff and parents.
14	Who can I contact for further information?	<ul style="list-style-type: none"> • In the first instance parents are encouraged to talk to their child's class teacher. • Further information may be obtained from Shelley Julve-Marsh (Inclusion Leader) or Angela Wratten (Admin Assistant) Tel: 020 8398 1310 Email: admin@hinchley-wood-primary.surrey.sch.uk.