

## Hinchley Wood Primary School – SEND Information Report

Updated February 2019



	Questions	Response
1	<p><b>How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</b></p>	<p>At Hinchley Wood Primary School, the progress of all children is monitored regularly by class/subject teachers and the senior leadership team so that when a child is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the child concerned.</p> <p>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 or alternatively they can speak to our Inclusion Manager.</p>
2	<p><b>How will early years setting / school / college staff support my child/young person?</b></p>	<p>Support plans are developed by your child's class teacher, the Inclusion Leader, and parents/carers.</p> <p>An appropriate package of support is decided upon by considering your child's attainment, their progress, and the things they find difficult. We use termly assessments and our observations of your child at work to help us choose what support might improve your child's attainment and progress and what might make things easier for them at school. We may decide that your child needs additional adults from within school or from outside school to help your child make progress. If this is the case, extra adults (support staff) from within school will work under the direction of your child's class teacher and the Inclusion Leader, and adults from outside school (for example Speech and Language Therapists, Occupational Therapists) will work with the class teacher and support staff to oversee specialist support for your child. Professionals from outside school come into school to explain programs of support and show us how to use them with our pupils.</p> <p>It is not always necessary to provide extra help from within school, but if we judge that extra help is needed, it is always provided.</p>

		<p>We regularly audit the skills and training of our class teachers and support staff to make sure we have the skills to meet the needs of all our pupils. Every class teacher is responsible for the management of their own class provision maps and support plans. They regularly monitor and review the impact of the provision in place to ensure it is meeting the needs of each child.</p> <p>Our interventions are specifically tailored to meet the needs of each individual.</p> <p>The Inclusion Manager regularly monitors 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</p> <p>Governors support the Inclusion Manger in monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the Inclusion Manager on the progress of pupils with SEND.</p>
3	<p><b>How will the curriculum be matched to my child's/young person's needs?</b></p>	<p>At Hinchley Wood Primary School, 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 Communication and Interaction needs, teachers will use simplified language and pictures to support them to understand new vocabulary.</p> <p>Differentiation is embedded in our curriculum and practice and teachers tailor and pitch the learning to meet the needs of all pupils. They regularly monitor and assess progress and use this information to inform future planning and provision.</p> <p>Formative assessment is used to enable teachers to craft the provision for every individual child. When the starting point for each child is established we then pitch high so children are always on the edge of their competence.</p> <p>Subject Leaders continually monitor and review the teaching and learning in their curriculum areas and teachers receive regular training and updates in order to deliver it effectively.</p>

		<p>All of our teachers are clear on the expectations of Wave 1 (quality first inclusive) provision and are regularly supported through training, monitoring and feedback from outside agencies, training courses, subject leaders and Senior leaders in the school.</p>
4	<p><b>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</b></p>	<p>We provide a number of opportunities for parents/carers to attend curriculum workshops where parents can learn more about how their children are taught at school and how they can support at home. These are tailored to meet the requests made by parents.</p> <p>If teachers have any concerns about individual children they are proactive at contacting and informing parents.</p> <p>The Inclusion Manager will also make contact with parents of pupils with special educational needs to plan support and discuss concerns and achievements.</p> <p>Parents are invited to meet with the outside agencies supporting their child to discuss strategies that both school and home can put in place in order to support their child further.</p>
5	<p><b>What support will there be for my child's/young person's overall well-being?</b></p>	<p>Through the expectations and ethos of Hinchley Wood Primary School, all staff provide a high level of pastoral support.</p> <p>Through the PSHCE curriculum, children are explicitly taught how to understand and manage their feelings as well as consider the feelings of others. This is further developed through assemblies and through the shared language used in school.</p> <p>Relevant staff are trained to support medical needs and in some cases all staff receive, training.</p> <p>The pupils develop their own code of conduct through assemblies at the start of the new academic year. This forms the basis to the school behaviour policy.</p> <p>Our school behaviour policy is based on restorative principles which builds on the positive ethos we have in school. We continually notice, name and reward good behaviour as well as allow children time to reflect on the less good choices they have made and support</p>

		<p>them with putting it right and moving on. The 'Stay on Green' system is used throughout the school so children have a consistent approach during every aspect of their school day.</p>
6	<p><b>What specialist services and expertise are available at or accessed by the setting/school/college?</b></p>	<p>Our staff receive regular training and our teachers all hold qualified teacher status.</p> <p>Inclusion Leader has holds the National Award for SEN Coordination (NASENCo) from Roehampton University</p> <p>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.</p> <p>We regularly meet with the various professional to plan training and support in school.</p> <p>We monitor the impact of all interventions and use this to inform out future planning for the children.</p>
7	<p><b>What training are the staff supporting children and young people with SEND had or are having?</b></p>	<p>At Hinchley Wood Primary School we invest time and money in training our staff to:</p> <ul style="list-style-type: none"> <li>• improve their delivery of wave 1 (quality first inclusive) provision;</li> <li>• develop enhanced skills and knowledge in the delivery of wave 2 (short term, small group);</li> <li>• wave 3 (1:1/ small group) interventions.</li> </ul> <p>Through staff meetings, our staff are regularly updated on matters related to special educational needs.</p> <p>Support staff meet weekly with class teachers to discuss planning and training is planned according to staff needs.</p> <p>We are responsive to the needs of our staff and train staff appropriately.</p>
8	<p><b>How will my child/young person be included in</b></p>	<p>We consult with parents when planning any activities outside the classroom; particularly when this may affect the participation of their child.</p>

	<b>activities outside the classroom including school trips?</b>	<p>Where there are concerns of safety or access, further thought and consideration is put in place to ensure needs are met.</p> <p>We also consult with outside agencies and take on board their advice to ensure inclusion for all.</p>
9	<b>How accessible is the setting / school /college environment?</b>	<p>We have a full accessibility plan in place and the majority of our school environment is accessible.</p> <p>Where challenges arise, we always give it careful thought and make relevant adjustments.</p> <p>This is always based on the needs of the child and advice and recommendations from outside agencies.</p> <p>We value and respect diversity in our setting and do our very best to meet the needs of all our learners.</p>
10	<b>How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school /college or the next stage of education and life?</b>	<p>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.</p> <p>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.</p> <p>In Reception we hold Stay and Play sessions for you to come in to the classroom and work alongside your child.</p> <p>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.</p> <p>We hold a Flying up to Juniors evening for children moving from Year 2 to 3.</p> <p>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.</p>

		For pupils with SEND, we liaise closely with parents to carry out a transition review and plan carefully for their transition, ensuring they are placed in the correct setting for their needs.
11	<b>How are the setting's /school's / college's resources allocated and matched to children's/ young people's special educational needs?</b>	Our finances are monitored regularly and we utilise resources to support the strategic aims of our school as well as individual learner needs. We monitor and evaluate our interventions to ensure value for money. Our budget is allocated according to our provision management system.
12	<b>How is the decision made about what type and how much support my child/young person will receive?</b>	At Hinchley Wood primary School, quality first inclusive practice (Wave 1) is clearly defined in our setting and we expect all staff to deliver this.  Our on-going assessment and monitoring procedures ensure that we are able to identify any pupils who are not making expected progress and plan additional provision for them.  The type and amount of support will be decided based on their identified needs and recommendations from outside agencies.
13	<b>How are parents involved in the setting/school/college? How can I be involved?</b>	We operate an open door policy and take every opportunity to strengthen dialogue between home and school. Parents/carers and families are regularly involved in discussions about their child's learning through parents evenings, workshops, questionnaires etc. and we welcome feedback.  We welcome parent volunteers to support in class or with educational activities or trips.
14	<b>Who can I contact for further information?</b>	In the first instance, parents/carers are encouraged to talk to their child's class teacher.  Further information can be obtained from the school's Inclusion Manager.