



Special Educational Needs and Disabilities (SEND) Information

1. How does Hampton know if children need extra help?

We know when children need help if:

- concerns are raised by the child, parents /carers, teachers or the child's previous school
- there is lack of progress
- attainment is below national expectation
- there is a change in the child's behaviour
- there is a change in the child's wellbeing

2. What should I do if I think my child may have special educational needs?

If you have concerns then please contact your child's class teacher in the first instance. If appropriate the class teacher will raise their concerns with the SENCo and these will be investigated further.

3. How will I know how Hampton Primary School supports my child?

The class teacher carefully plans each child's learning. It is differentiated to ensure that your child's individual needs are fully met. This may include additional focused support or small group work by the teacher or learning support assistant in class as part of our quality first teaching expectation.

Every child is discussed in detail six times a year at our Pupil Progress Meetings which are held with the Headteacher, Assistant Head Teachers/SENCo. This is shared with all members of staff that are involved in the teaching and learning of that year group and highlights any potential difficulties in order for further support to be planned.

If a child has needs related to more specific areas of their learning, such as spelling, handwriting, numeracy or literacy skills and well being then the child will receive more focussed support. A teacher or learning support assistant will deliver this. The length of time of any intervention will vary according to the need, but will generally be for a term. The interventions will be regularly reviewed by all involved, to ascertain the effectiveness of the provision and to inform future planning.

These interventions are recorded on a provision map (this is a record of the interventions, timings and impact of the intervention). A provision map is also a record of support that the child is receiving including the impact it is having on the child's learning. Parents will be informed if their child is receiving additional support at parent consultation meetings. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.

A child may need more specialist support from an outside agency. Referral forms are completed in conjunction with the child and the parents/carers and then forwarded to the

most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. If your child has an EHCP (Education Health and Care Plan) you will receive a PLP (Personalised Learning Plan) detailing your child's specific support and interventions. These are reviewed three times a year and new targets set if appropriate. Parents and carers are invited to attend these reviews.

The Governing Body is responsible for both rigorous challenge and for supporting Hampton in being as inclusive as possible. It ensures all children, parent and carers and staff are treated in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

4. How will the curriculum be matched to my child's needs?

Every child has their work differentiated appropriately by the class teacher to enable them to access the curriculum more easily.

Interventions are planned for children who require extra support.

If required, specialist resources/equipment will be provided for the child e. g. writing slopes, wobble cushions, coloured overlays/books, pen/pencils grips, laptops or easy to use scissors.

5. How will I know how my child is doing?

- At Hampton Primary School we operate an open door policy; all teachers are available at the beginning and end of the school day. Meetings can be arranged at a mutually convenient time.
- You will also be able to discuss your child's progress at Parent Consultation Meetings.
- Appointments can be made to speak to the Inclusion Manager by visiting or phoning the school office.
- Every child receives an annual report of pupil progress, attainment in relation to expected achievement and attitude towards learning.

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

All children are supported in their home learning through homework and regular newsletters, text messages and information updates on social network sites.

Where appropriate home contact books are set up in which messages can be exchanged.

The class teacher may suggest ways of supporting your child's learning during Parent Consultation Meetings, requested meetings and where appropriate in contact books.

The SENCo may meet with you to discuss how to support your child.

Where a specific assessment has been carried out by the SENCo or a specialist agency, parents and carers will be contacted to discuss the results and support strategies.

A member of the Well Being Team may meet with you to discuss strategies to use if there are any problems with a child's behaviour or emotional needs.

If outside agencies such as an Educational Psychologist have been involved, suggestions and strategies are often provided that can be used at home.

7. What support will there be for my child's overall well-being?

Every member of staff at Hampton is committed to ensuring the wellbeing of all children. We offer a wide variety of pastoral support for children who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, learning/behaviour mentors, SENCo, FLO (Family Liaison Officer) and Headteacher being readily available for children who wish to discuss any issues and concerns.
- Where appropriate, mediation sessions are carried out by the learning mentors.
- Specific interventions such as social skills/nurture groups are implemented if required.
- Provision is made at lunchtime for children experiencing behavioural difficulties. The children attend a lunch club that is closely supervised by the Well Being Team and Learning Support Assistants.
- Peer mentors (year 6 children) are available during play and lunch times for children to talk to if they have friendship issues or worries.
- Where required, referrals will be made to specialist outside agencies.
- Our FLO supports children and their families and is able to sign post support groups for families. Some families may be eligible for specific support by gaining access to the Early Help and Preventative Services via EHN (Early Help Notification).

8. Children with medical needs

If a child has a medical need then a detailed Care Plan is compiled in consultation with parents and carers and the SENCo. The plan is discussed with all staff who are involved with the child. Where appropriate this will be supported by an external healthcare professional.

- Health Care Plans are shared with all staff and reviewed yearly.
- First aid training is regularly updated.
- As required specific health care training such as Epipen, Asthma, Diabetes, Ace Tube Training etc will be delivered by a healthcare professional.
- Where necessary and in agreement with parents and carers, prescribed medicines are administered in school, but only where signed consent is in place and, where necessary a Health Care Plan, to ensure the safety of both child and staff members.

9. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive more specialised expertise.

Specialist involvement is sought where a child's needs are felt to be significant and they have not responded to the interventions already put in place.

Specialist support is usually arranged after a Local Inclusion Forum Team (LIFT) meeting where professionals will decide what a child needs to improve in their learning. The aim of a LIFT meeting is to gain an understanding of, and try to resolve a child's difficulties.

10. What training are the staff supporting children and young people with SEND having or have received?

Every year on an on-going cycle, staff training is delivered or updated so staff have the appropriate skills to support our children.

- Each member of staff has specific training to match the needs of their new year group.
- Specific training on ASD (Autistic Spectrum Disorder), PDA (Pathological Demand Avoidance), Dyslexia, Dyscalculia, Attachment and Safeguarding.
- Specialist Teaching Services coaching.
- Staff peer observations sharing good practice.

11. How will my child be included in activities outside the classroom including school trips?

All children are eligible to participate in activities, events and educational visits. Risk assessments are carried out and procedures are put in place to enable all children to fully participate. However if a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

12. How accessible is the school environment?

The schools accessibility plan is regularly updated and reviewed. As a school we are happy to discuss individual access requirements. Facilities we have include:

- A care suite, including a toilet adapted for disabled users and a shower.
- Wide automatic doors throughout most of the school.
- Designated disabled parking bays.
- Slopes for easy access and low hand rails.

13. How will the school prepare and support my child when joining or leaving Hampton Primary School?

Hampton understands what a stressful time joining and moving schools can be. Therefore many strategies are in place to enable the child's transition to be as smooth as possible.

These include:

- A carefully planned and well-managed transition programme enables children to join Hampton feeling confident.
- We aim to visit all nurseries to discuss the children's needs with their current setting. Further transition meetings are arranged with the SENCo, parents and carers, the setting and any outside agencies involved for children with identified specific needs.
- All children engaging in transition activities in Term 6.

- SENCo and learning mentor supporting transition to secondary school.
- SENCo shares information with the secondary/transferring school SENCo prior to the children moving.
- Additional visits are also arranged for children who need extra time in their new school.
- There are additional transition groups arranged for children presenting with worries or concerns.
- Where a child may have more specialised needs, a meeting is arranged between the SENCo/SENcos, the parents/carers and where appropriate the child prior to transition.
- Children with significant needs have an individual transition programme.
- Personalised social stories, which include photographs, which will support the transition process.

14. How are the school's resources allocated and matched to children's special educational needs?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's or cohorts needs.

Additional provision may be allocated following pupil progress meetings.

Additional provision may be allocated where a member of staff or an outside specialist has raised an additional need.

For children with a high level of need Hampton Primary School will apply for HNF (High Needs Funding), to help individual needs further.

The Governing Body monitors SEND expenditure.

15. How is the decision made about how much support my child will receive?

When children join Hampton support is allocated according to the information provided by the feeder school or nursery. Where concerns are identified by the class teacher or during Pupil Progress/Provision Meetings interventions are implemented. The support that is allocated is shown on a year group's provision map which identifies areas of need. Support will also be allocated with recommendations from outside specialist agencies.

16. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through

- Discussions with the class teacher.
- During Parent Consultation Meetings which take place at key points in the school year.
- During discussions with the SENCo or other professionals.

17. Who can I contact for further information?

If you wish to discuss your child's educational needs please contact your child's class teacher in the first instance.