



HAMPDEN GURNEY
CE PRIMARY SCHOOL

Hampden Gurney Church of England Primary School

Special Educational Needs Policy

“Ask and it will be given to you;
seek and you will find; knock and
the door will be opened to you.”

Matthew 7: 7

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INTRODUCTION

At Hampden Gurney, our SEND provision is rooted in our school vision. At the heart of our community is a commitment to prayer, worship and the belief that every child is created in the image of God. This understanding shapes the way we value, include and support all pupils, recognising their unique gifts and ensuring they are treated with dignity and respect. Our curriculum is designed to nurture a thirst for knowledge and wisdom, offering high levels of challenge while ensuring that every learner, including those with SEND, can access learning meaningfully and successfully. Guided by our relationships with one another, our local community and our global companions, we are committed to caring for and serving others. This drives our determination to remove barriers, provide personalised support and work in partnership with families so that every child can flourish academically, socially and spiritually.

AIMS OF THE POLICY

- We aim to provide every child with access to a broad and balanced education by making appropriate provision to overcome all barriers to learning. This includes the National Curriculum in line with the new Special Educational Needs Code of Practice 2014.
- To ensure appropriate staff expertise to identify the needs of pupils with SEND as early as possible and to meet their needs in a successful way.
- To work with the Local Authority and other external agencies to ensure a multi-professional approach to meeting the needs of children with SEND.
- To ensure support for pupils with medical conditions so that they are fully included in all school activities in consultation with health and social care professionals.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The SEND Code of Practice (DFE, 2014) outlines the following four broad areas of SEND.

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

A child or young person has special educational needs and disabilities if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- a) Has significantly greater difficulty in learning than the majority of others of the same age.
- b) Has a disability, which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in mainstream schools

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. (SEND Code of Practice 2014, DFE)

This SEND policy details how, at Hampden Gurney School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them.

IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Assessment is the process by which pupils with SEN can be identified. All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO (Special educational needs coordinator), will ensure that those pupils requiring different or additional support are

identified at an early stage. Parents and carers will be informed about these concerns before this decision is made.

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and analyse pupils' progress through: teacher observation and assessment, Foundation Stage Records, assessment tools, reports and observations from external agencies, records from previous schools, information from parents or carers and National Curriculum results.

When a class teacher has concerns about a child's educational needs it is in his/her responsibility initially to take steps to address the issue. Parents will be consulted and specific intervention put in place and monitored for a period of time. The SENCO is also consulted at this stage and an initial concern form is completed by the teacher. If no progress is noted, the child may be added to the SEND record of need register with the consultation and involvement of the SENCO and parents/carers.

When a pupil is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. The SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised. This is known as the graduated approach (assess, plan, do and review).

PROVISION

The SENCO, in collaboration with the class teacher, will decide the action required to help the pupil progress. This will be recorded on the child's provision map which is shared with the teachers, parents and carers, external agencies where relevant and children. The school will record the steps taken to meet pupils' individual needs. In addition, the pupil's profile will include:

- information from parents/carers
- observations on progress
- pupil's view

- information from health/social services (if appropriate)
- information of any other agency involved with the child/family

The main provision will always be quality first teaching from the class teacher with a differentiated curriculum. Based on the results of previous assessments, further actions might be:

- Deployment of extra staff to work with the pupil
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Access to bi-borough support services for advice on strategies, equipment and staff training
- Referral to additional services such as speech and language therapist for specialist intervention

EVALUATION OF THE EFFECTIVENESS OF PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Provision is monitored in a variety of ways:

- Termly lesson observations
- Termly book scrutiny by the senior leadership team
- Termly pupil progress meetings
- Termly IEP meetings where targets are produced and evaluated
- SENCO regularly meets with external agencies to discuss effectiveness and evaluate the service
- SENCO and governor for SEND discuss progress and attainment of children with SEND. The governor reports findings back to the governing body

ASSESSMENT AND REVIEW OF THE PROGRESS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

SEND provision follows the same cycle as all learning in the school. Children are assessed to find out their current level, new targets are written and lessons are delivered in a variety of ways; 1:1, small group or whole class setting. The progress of the children on the SEND register is tracked on a termly basis. Interventions that are carried out by external agencies are evaluated by the therapist and the information is shared with the SENCO, class teacher and parents.

PROVISION OF A GRADUATED APPROACH TO TEACH CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Class teachers are responsible for the teaching of all children including those with additional and special needs. The planning for children with SEND is designed by the class teacher and SENCO (when appropriate). The assessment and progress of children with SEND is discussed termly. Teaching assistants are deployed by the class teacher; they may teach 1:1 or a small group of children. Support teachers are also employed to support children with SEND either in a small group setting or on a 1:1 basis.

Children with SEND will access differentiated planning completed by the class teacher/support teacher working with the children. Children on the SEND register will have an Individual Educational Plan (IEP) which is updated termly and contains specific targets which will be covered by all the adults working with the children and shared with the child and their parents/carers. There will be a chance to discuss the plan with the teachers and SENCO during termly review meetings.

The above response may see us using specialist expertise if, as a school, we feel that our interventions are not having sufficient impact for the child.

THE USE OF EXTERNAL AGENCIES:

External specialists may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

External agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, social or mental health issues which have a substantial negative effect on the child's own learning or that of the class
- Has sensory or physical needs and requires specialist equipment or regular advice by a specialist service
- Has an ongoing communication or interaction difficulty that hinders the development of social relationships and cause substantial barriers to learning

Agencies that may be consulted or referred to at Hampden Gurney:

- Educational Psychologist
- Speech and Language Therapist
- Specialist children services (e.g Paediatricians, Physiotherapists, Occupational Therapists)
- Autism Advisory Team, Vision Impairment Team and Hearing Support Team.
- Child and Adolescent Mental Health Service (CAHMs)
- Early Intervention and Prevention Workers

- Family Therapy
- Safeguarding and social care
- Educational welfare service

EDUCATIONAL HEALTH CARE PLAN (EHCP)

A very small number of children with complex and significant needs will require a co-ordinated multi-agency approach and a high level of support and intervention.

These children warrant a statutory assessment of their needs, carried out by the local authority. A statutory assessment involves a process of information gathering leading to a statutory document- an Educational Health care Plan (from September 2014- a statement of SEN before 2014).

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. (SEND Code of Practice, 2014, DFE)

Where a child at Hampden Gurney School has needs at this level, we will, in conjunction with parents, make a request for a statutory assessment of their needs, working with the SEND Code of Practice and Bi-borough guidelines.

The parents of any child who is referred for a statutory assessment will be involved in making the referral and will be informed of the progress of the referral.

Provision for a child with an EHC Plan is, by definition, unique and individualised. A child with needs at this level is likely to be known to multiple agencies and these other professionals will contribute to supporting the child and be invited to attend person centred annual reviews.

Children with an EHC Plan will have an IEP (Individual Educational Plan) outlining goals, actions and provision.

Progress toward IEP targets will be reviewed during review meetings, at parents' evenings and during the person centred annual review. Parents of the child will be involved in the setting of new goals and actions.

Every year, it is statutory for the EHC Plan to be reviewed. At Hampden Gurney School we will be adopting the new review system: person centred annual review where the student can be present for as much or as little as they wish.

ACCESS TO THE CURRICULUM

Having SEND should not deny children their entitlement to a broad and balanced curriculum. The school goes to considerable lengths to ensure that all children are included in activities regardless of their physical abilities or special needs. PE lessons are differentiated with the use of alternative equipment or by adapting planning. After school clubs are accessible and are differentiated to allow all children to attend.

Educational visits are always made accessible for all pupils.

Every effort will be made to educate pupils with SEND alongside their peers. In class provision and support are deployed effectively to ensure the curriculum is differentiated when necessary. There will be times though when, to maximise learning, we ask the children to work in small groups or in a one-to-one situation outside the classroom.

TRAINING OF STAFF IN RELATION TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The SENCO is a member of the Senior Leadership Team and is responsible for advocating for the needs of children with SEND. All staff are encouraged to attend inset and courses that help them to acquire the skills needed to work with SEND pupils. Training includes a mixture of basic awareness of a number of SEN and a variety of interventions that are available as well as enhanced training for those adults working regularly with pupils with particular SEN. The training will be provided by the SENCO and external specialists. Externally run training from specialist services is also available for all members of staff.

PARTNERSHIP WITH PARENTS

Hampden Gurney School firmly believes in developing a strong partnership with parents/carers as this will enable children with SEND to achieve their potential. We recognise that parents have a unique overview of the child's needs and how best to support them and that this gives them a key role in the partnership.

We encourage parents to make an active contribution to their child's education. Parents evenings and additional meeting time is given to ensure lines of communication between school and home remain open.

The targets for children with SEND are reviewed termly and are recorded on Individual Education Plans (IEP). Input from parents is encouraged and parents are invited to attend termly review meetings.

Children with an EHCP will be invited to the person centred annual review where their ideas will be shared along with professionals working with the child. The yearly outcomes will be reviewed and evaluated. Future outcomes will be jointly written and agreed between all parties.

CHILDREN'S VIEWS

Children and young people with SEND have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process; for example, taking part in person-centred annual reviews and contributing to their IEPs.

The school offer, which includes the arrangements made for children with SEND in our school, can be found on the school's website:

www.hampdengurneyschool.co.uk

ROLES AND RESPONSIBILITIES

Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs and disabilities.

They have an overall responsibility to ensure that funds and resources are used effectively.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the full Governing Body.

The governor responsible for SEND at Hampden Gurney School, is Mrs Anne Larkey.

Responsibilities of the Headteacher

The Headteacher is responsible for the day to day management of all aspects of the school's work, including SEND provision. The Headteacher ensures that the Governing Body are kept informed of developments in SEND. The Headteacher will see that teaching and non-teaching staff are involved in the development and implementation of the policy for children with SEND, and that they are made fully aware of the school's SEND procedures and of their roles and responsibilities in this area.

The Role of the SENCO

The SENCO's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers

- Overseeing and maintaining the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with other schools and settings to share information and plan support. For instance transfer preparation to KS3 or pre-school children to enter EYFS
- Liaising with external agencies
- Co-ordinating and developing school based strategies for the identification and review of children with SEND
- Monitoring the attainment and progress of children on the SEND register

The SENCO is Eva Valverde and you may contact her or the SENCO governor via the school office by phone or email.

The role of the class teacher

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupils needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents, specialists and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support through providing a differentiated curriculum
- Retaining responsibility with the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Liaising with parents of children with SEND

-Ensure inclusion of pupils with SEND within the class

The role of the Teacher Assistants

Teaching assistants will:

-Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.

-Feedback to teachers about pupils' progress and work as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.

THE SCHOOL'S ARRANGEMENTS TO SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES IN A TRANSFER BETWEEN PHASES OF EDUCATION

1. Transfer from home to school: Managed by the EYFS co-ordinator and SENCO. There will be a home visit prior to starting and a gradual integration towards full time nursery.
2. Transfer from Nursery to Reception: Managed by the EYFS co-ordinator and SENCO. There will be a home visit if the child is new to the school and/or a visit to the current nursery.
3. Mid phase admission: Managed by the SENCO. There will be organised visits for the child to visit our school, including visiting during lunch times and play times. When necessary, the teacher will visit the child's current setting.
4. Transfer from year to year group: Managed by the SENCO. Meetings with the new class teacher and teaching assistant or Learning Support Assistant. Transfer of documents with child's history.
5. Transition to secondary school: Managed by the SENCO. The SENCO of the secondary school to meet with our school's SENCO to discuss the child's SEN and what provision is required. Child to visit the secondary school throughout the last half term of Year 6.

Visits will include over a lunch time and playtime as these are vulnerable times for the child.

COMPLAINTS PROCEDURE

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the class teacher, SENCO or Headteacher, who will be able to advise on formal procedures for complaint.

REVIEWING THE POLICY

This policy will be reviewed by the governors on an annual basis.

APPENDICES:

- Hampden Gurney School's offer (To comply with SEND Code of Practice, DFE 2014)
- Initial concern form
- IEP template

For a guide to the services that are available for children and young people who have special educational needs and disabilities, visit Westminster's 'local offer'.

You can view details of the Westminster Local Offer by visiting their website:

<https://www.westminster.gov.uk/local-offer>



HAMPDEN GURNEY

CE 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 SENCO (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 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.
- It is likely that the class teacher will have discussed your concerns with Eva Valverde, the school SENCO. 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 SENCO 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, MIND and specialist support teams 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, SENCO 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.
- Staff at Hampden Gurney receive training from the SENCO or external agencies. Some trainings are for the whole staff and some are for staff working with specific children who have SEND.
- The SENCO attends SENCO 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 SENCO, 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 additional '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 SENCO 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 (PSHE) 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 SENCO (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 SENCO 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 SENCO. 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 SENCO- Eva Valverde
- The Headteacher- Evelyn Chua
- The Deputy Headteacher- Eva Valverde
- SEND Governor- Anne Larkey

