

This was compiled with the assistance of parents, governors and staff. This report outlines how Hamsey Green Primary School implement their SEND policy which is available on the schools website. The information within the report is updated annually and is linked to responses from the wider school community.

Hamsey Green Primary School is a mainstream setting that complies with the requirements outlined in the SEND Code of Practice (2015). The school prides itself on building respect, care, resilience and curiosity through a broad and balanced curriculum. At Hamsey Green we value all members of the school community and are committed to working together.

Please find below contact details if you would like to contact us in relation to SEN:

Headteacher: Mrs Nikki Mace

SEND Co: Miss Caroline Walker senco@HamseyTLT.co.uk

SEND Governor: Abby Tune

Surrey Local Offer: [Surrey Local Offer](#)

What types of support are provided at Hamsey Green

The type and level of support will depend on the nature of each child's needs and disabilities. Our provision matches the four broad areas of need as outlined in the SEND Code of Practice (2015):

- Cognition and Learning – specific learning difficulties such as dyslexia.
- Communication and Interaction – Autism Spectrum Disorder (ASD) or Speech and Communication Difficulties
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder (ADHD)
- Sensory and/or Physical – hearing or visual impairments and physical disabilities.

At Hamsey Green we have a tiered level approach to supporting children's needs.

Universal (Wave 1): this is the High Quality First Teaching that all children receive in class. This may include some minor adaptations to match learning needs.

Targeted (Wave 2): it may be required that short term targeted support is required to remove a barrier or reduce an obstacle to learning. This takes the form of the graduated approach outlined below.

This will entail:

1. Assessing your child's needs
2. Planning the most effective and appropriate intervention
3. Providing this intervention
4. Reviewing the impact on the child's progress towards targets.

When assessing a child's need staff may use ongoing assessment data as well as other screening tools (COPS/Rapid) to gain more information. Some interventions may happen inside or outside the classroom, over the duration of a term. During this process, parents will be kept informed.

Specialist (Wave 3): it may be necessary to seek specialist support and long-term support from professionals outside of Hamsey Green in order to plan for the best possible outcomes for your child. This may include referrals to specialist teachers (STIPS), Speech and Language Therapists, Occupational Therapists, Developmental Paedtricians. For a small amount of children this may include an application for an Educational Health Care Plan.

We make reasonable adjustments in accordance with the Equality Act (2010) and Surrey's Ordinarily available provision, a tool that offers advice and strategies to schools so that they can help all children learn in a way that suits them best.

In school we have staff that are trained in the following:

- Emotional Literacy Support Assistant (ELSA)
- Positive Touch
- Little Wandle Phonics
- ASD
- ADHD
- Receptive and Expressive Language
- Sensory Circuits
- Lego Therapy
- Zones of Regulation
- We continue to monitor staff training as and when needs arise.

How does Hamsey Green know if children need additional support and what can I do if I think my child has a special educational need or disability (SEND)?

At Hamsey Green we make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

We carry out assessments and monitoring by:

- Carefully tracked data and assessment meetings.
- Observation of children.
- Pre-reception meetings.
- Liaising with parents/previous settings.
- Feedback from Teaching Assistants (TAs).
- Medical and health diagnosis with support of doctors/hospitals.
- Referrals, consultations and advice from outside agencies.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer (wave 1), or whether something different or additional is needed (wave 2). At this stage, we will decide along with parents/carers whether to provide SEND support and place the child on the SEND register.

If you have concerns about your child please talk to your child's class teacher. It is likely that the teacher has raised concerns with the schools SENDCO, Miss Caroline Walker. You may wish to arrange a meeting to further discuss your concerns. If you continue to have concerns, you may wish to discuss then with the Headteacher Mrs Nikki Mace.

What are the arrangements when consulting parents?

We have an open-door policy where parents are invited to get in touch with the Class Teacher and/or SENDCO should they have concerns about the overall progress of their child. The Class Teacher should always be the first point of contact in these situations. Equally, we will invite parents in if we have concerns regarding their child's progress in any of the areas of need. If support is to be ongoing, we will communicate with parents via email, telephone and face-to-face meetings to keep parents well informed. Where a child has an EHCP, a formal annual review of the plan will be held and information shared with the local authority.

How are children with SEND consulted about their education?

The SENDCO liaises with key staff in the school where there are concerns about progress or engagement of a pupil. Following the sharing of information, decisions are made as to the most appropriate support to put in place for the pupil. Pupils are then spoken to regarding progress/concerns and the plan moving forward. Their views are central to decision making as their engagement is key to ensuring progress. Where there are concerns that the difficulties faced are ongoing and significant, an Individual Support Plan (ISP) will be put in place to ensure all staff are aware of the child's wishes and strategies to support them.

What are the arrangements for assessing and reviewing children's progress towards outcomes?

We follow the graduated response and the four-part cycle of assess, plan, do, review to meet need. We will look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder (parent/carer/outside agency/class teacher/teaching assistant/SENDCo) can do in order to make a positive contribution. The plan will be shared with all involved and parents and children will be encouraged to set their own targets to support progress. The cycle is reviewed regularly and more formally every term. This is not necessarily a written plan (ISP, Wave 2 Plan); the type of plan will reflect the need.



How does Hamsey Green support children with transition?

On entry to Hamsey Green the Reception Team contact parents to gather information before carrying out visits to our Acorns Nursery and other Nursery settings. The Reception teachers spend afternoons at Acorns getting to know the children and strategies which will support their transition. Children and parents are invited to stay and play sessions to meet their new teacher and become familiar with the classroom environment. Each year staff hold transition meetings to give a comprehensive handover of the class. This includes any children where concerns have been raised or are currently on the schools SEND register. Where needed transition social stories are also produced for children to take home over the summer holidays to support them when returning to school.

In the Autumn term, Reception class team conduct home visits. All children undergo a staggered start for their transition visits to their new classroom where they can become familiar with their new environment and meet their new class teacher.

Children transitioning to secondary settings are involved in visiting their new schools within their own transition programs. Some children may benefit from further referrals to professionals such as the Autism Outreach Team or the ASPIRE program run by STIPS which give more specialist support to those who require help when transitioning.

What is Hamsey Green's approach to teaching children with SEND?

We adopt a graduated approach to meeting needs. The first and most important step to meeting need is through High Quality First Teaching (universal offer – wave 1). This involves building a positive relationship, which will foster learning in the classroom. It also involves adapted learning to enable all children to learn such as differentiated tasks, resources, language, visuals etc. Where progress is still slow, further provision is made as appropriate for the type and level of need (School and SEND support – Wave 2). In some cases, the child requires additional support which is beyond the school's SEND support and a statutory assessment would then be requested (EHCP – Wave 3). The levels of support can be seen on the school provision map accessed via our website.

What adaptations are made within the curriculum and the learning environment to support children with SEND?

We make the following adaptations to ensure all pupils' needs are met:

- Adaptive learning and differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, scaffolding, teaching style, content of the lesson, method of recording etc.
- Adaptive learning and differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting resources, explicit examples, modelling and manipulatives
- Using recommended aids, such as laptops, coloured overlays, ear defenders, visual timetables, larger font, etc.
- Adapting our environment where possible to allow better access for pupils with physical and sensory needs
- Access arrangements for exams

The school will ensure that all children have access to a balanced and broad based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. Learning is adapted when required and is reasonable.

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer support and collaborative learning. The school will ensure that the extra-curricular activities are barrier free and do not exclude any pupils.

What additional support is available for children with SEND?

High Quality First Teaching must be in place and additional support e.g. intervention is there to enhance this offer. Interventions may be in place to support progress and meet need. These cover a wide range of needs including all four areas of need identified in the SEN Code of Practice (2015).

Speech and Language support

Emotional Literacy Support Assistant (ELSA) ·

Little Wandle SSP

Reciprocal Reading

Occupational Therapy resource pack ·

GL Assessments

Zones of Regulation

Concentration aids

Reasonable adjustments to equipment e.g. wobble stools

Covered overlays

Lexia Core 5

Pre – teaching

Staff training

Specialist support from outside professionals

Interventions are monitored and evaluated to maintain high quality provision. We use a provision map to monitor impact of this support and this helps us in ensuring that the provision in place addresses the needs of the pupils as required. We use both Croydon and Surrey's Inclusion and Additional Needs Schools Service Offer to support our decision making.

Each learner identified as having SEND, is entitled to support that is “additional to” or “different from” adapted learning and the ordinarily available provision offered within the curriculum. The type of support is dependent on the individual learning needs and it is intended to enable access to learning and overcome the barrier to learning identified. The types of support available to pupils with additional needs are listed on our '*Whole school provision map*' located on our school website.

What other professionals do the school involve in meeting the needs of children with SEND and their families?

As a school, we are concerned with the overall development of the learner which may necessitate at times working with agencies outside of the school setting. We hold meetings where professionals from outside the school and parents are invited to attend. During these meetings we discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases, parents and young people are consulted and parental consent sought so that agencies are able to work in supporting the overall development of the young person. We have a particular duty in ensuring that Children in Care including Looked After Children are given the appropriate support and care to help support their progress and engagement in learning. Our designated safeguarding lead is Mrs Mace and our deputy safeguarding leads are Mr Boffa, Mrs Jordan, Mrs Walker, Mrs Key, Mr Brown and Mrs Nicholson.

The following specialist services and expertise available to the school are;

PSS (Physical and Sensory Support Service)

Specialist Teachers for Inclusive Practice

CAMHS (Child and Mental Health Service)

SALT (Speech and Language Therapy)

School Nursing Team

OT Occupational Therapy

EP Educational Psychology (currently statutory only)

Autism Outreach support (Freemantle Outreach or Woodlands Outreach)

Health (GP and Developmental Paediatrician)

Early Help and Social Care

Surrey Mindworks, Tandridge School Based Needs Team

How does Hamsey Green support the social and emotional development of children?

All staff here at Hamsey Green are regularly trained to provide a high standard of pastoral support and use child-centred and coordinated approach to promote belonging within our school community. In the past year this has included Trauma informed training, the PACE approach and Zones of Regulation. Relevant staff are trained to support the medical needs of pupils and in some cases all staff are trained. We have a trained ELSA who is used in some instances to support pupil's emotional and mental wellbeing. This is based on discussions with class teachers, parents and SENDCO when this support is appropriate. We also work with Surrey Mindworks Tandridge School Based Needs Team, who operate directly in school settings, and can provide 1-1 support, group work, mental health advice, and signposting.

Members of staff such as the class teacher, teaching assistants, SENDCO are readily available for pupils who wish to discuss issues and concerns. We have our behaviour policy which is fully in place and it is understood by all staff. A range of policies are in place that provide for and promote the well-being of every child, e.g. equal opportunities, health and safety SEND, PSHCE and attendance. We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our PSHCE programme also looks to develop emotional and social development.

What are the arrangements for handling complaints about the provision made at the school?

In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENDCO may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue. A copy of the schools complaint procedure can be found on our website. The complaint procedure will outline the formal steps we take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support.