

SEND Information Report (Including EHCP)

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1. Who is the Special Educational Needs Co-ordinator?

Jill Forster is the Special Educational Needs and Disability Co-ordinator (SENDCo) at Hampstead Hill School (HHS) St Stephen's Hall, Pond Street, London NW3 2PP

sendco@hampsteadhillschool.co.uk

020 7435 6262

2. How does the school know if pupils need extra help and what should I do if I think my child might have special educational needs?

At HHS we are continually assessing and monitoring the progress of all children. Pupils not making expected progress or who are falling behind age related expectations will be identified by our internal and external assessment processes. We might also decide a pupil needs additional support if children tell us they are struggling, there is a change in their behaviour, or concerns are raised by external agencies or a previous educational setting. Class teachers will notify parents and discuss interventions we can put in place to help support your child.

If you have concerns about your child's education or development, please speak to the class teacher initially to share your concerns. They can then decide, with you, if additional Targeted Support is needed. If necessary, the school's SENDCo, will be involved alongside the Targeted Support Co-ordinator. We aim to make all these decisions with your involvement.

3. How will school staff support my child?

For all children, regardless of ability or need, Quality First Teaching – providing high quality education on a day-to-day basis, which includes adapting and differentiating the curriculum, forms our first response. Teachers ensure that the learning of all children is supported through individualised targets, differentiated activities, small group work, Targeted Support, assessment for learning together with robust pastoral care, ELSA support and effective home/school communication.

When extra support is necessary, we will decide on the best course of action with you and your child. This could include:

- An enhanced level of any of the above
- Additional use of specialist equipment
- An enhanced level of in-class support from teaching and support staff
- 1:1 support whenever appropriate and/or practicable
- Appropriate specialist equipment such as writing slopes, pencil grips, wiggle cushions, assistive technology, etc.
- Small group or one to one support from teaching assistants
- Targeted Support groups for English, Maths, fine and gross motor difficulties or for pupils with EAL
- Spelling interventions
- Dyslexia interventions
- Handwriting interventions

- Following specialist advice from external professionals such as Speech and Language or Occupational Therapists.
- Playground support
- Adaptations to the learning or physical environment

The School SENDCo coordinates support in collaboration with Class Teachers and the Targeted Support Co-ordinator, ensuring that children who present with special educational needs receive consistent high-quality teaching in order to meet their needs.

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

We support and involve parents in their child's learning both formally and informally. This may include:

- Informal discussion at collection time with CT
- Review of emails at the end of each school day
- Remote meetings via Teams or meetings in school
- Target setting
- Annual reports
- Parents' evenings
- Liaison with SENDCo, working in collaboration with teaching staff

5. How will the learning and development provision be matched to my child's needs taking SEN into account?

The method of identifying and allocating provision follows a graduated approach.

Wave 1: Quality First Teaching

Each child's education will be planned for by the class teacher as part of Quality First Teaching. Teaching and learning will be differentiated accordingly to suit the needs of individual children.

Wave 2: Enhanced in-Class and Targeted Support

If additional general support in class proves insufficient and a pupil's needs relate to more specific areas of learning, then the child may be included in a Targeted Support group. The length of time the intervention is run for varies according to need but will be monitored regularly. Interventions will be reviewed by the CT together with the Intervention teacher and, if applicable, SENDCo in order to establish the effectiveness of the provision and to inform future planning.

Wave 3: Higher Level Needs

If a pupil has higher level needs, as well as receives Targeted Support, they will have an individual support plan (ISP) with identified goals, strategies for support and a timeline for measuring progress. These will be created and coordinated by the SENDCo in collaboration with parents, pupils if appropriate and any third-party professionals involved in the pupil's care.

Wave 4: Complex Needs

If a pupil's needs are more complex a formal assessment for an Education Health and Care Plan (EHCP), may be undertaken with the SENDCo taking the lead on making the application to the appropriate

Local Authority and acting as advocate for pupil, parents and staff. If a pupil arrives at HHS with an ECHP already in place, the SENDCo will lead on ensuring its provision has been met.

NB: A pupil may move between levels of need over the course of their time at HHS, and even when direct intervention is not active, monitoring will continue.

6. What support will there be for my child's overall wellbeing?

We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety and being uncommunicative. HHS as a whole school has a nurturing ethos, and our values are embedded in our practice, Respect, Kindness, Community, Curiosity, Conservation. Each class has a worry box where children can post their worries in a safe way. This box is checked regularly, and concerns are discussed sensitively either as a whole class or small group during circle time sessions. Additionally, we have an ELSA trained member of staff available to support children directly, a pastoral head and our curriculum coverage includes PSHCE and P4C.

If deemed appropriate, parents will be invited into school, or via remote meeting, to discuss concerns and plan for further support. Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be recommended, such as referral to CAMHS, or signposting towards umbrella organisations offering a range of third-party professional support such as Educational Psychology, Play Therapy or Family Therapy. Parents will always be involved.

6.1 Sensory/Fidget Toys

Occasionally, children may have access to a sensory or fidget toy. This provision is established on an individual basis depending on a child's level of need and in collaboration between the School and the parents.

Sensory or fidget toys may be recommended by a Class Teacher, a member of SMT or SLT, the SENDCo or an external professional, such as an Occupational Therapist. Additionally, the use of a sensory/fidget toy in school may be requested by parents.

The sensory/fidget toy will be approved by the SENDCo, an external professional, or a member of SLT/SMT based on its suitability considering the health and safety of the child/children.

Sensory/fidget toys will be used with adult supervision and be regularly monitored for their safety and suitability. If damage to the sensory/fidget toy occurs, a member of Staff reserves the right to remove the toy to ensure the utmost health and safety of the child/children.

It is recommended that a child with an agreed sensory/fidget toy in School has one for regular use and a spare in the event of damage to the first. This is to ensure there is continuity of provision – meeting the child's sensory needs. It is recommended that approved sensory toys for the use at School remain at school to guarantee the child-in-need has access to this item at all times.

HHS has a risk assessment in place for the use of sensory/fidget toys at school.

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

HHS works closely with a variety of outside agencies to support the needs of children, including the Local Authority, NHS, CAMHS and various independent umbrella organisations comprising a range of medical, mental health, speech and language and occupational therapy professionals. We are always ready to work collaboratively with third party professionals to obtain the best outcomes for our pupils and families, and to act proactively in the referral process.

8. What training have the staff supporting children with SEND had or are having?

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND

issues. Individual teachers and support staff have access to training from outside specialist agencies that are relevant to the needs of specific children in their class, and internal expertise is shared across the school.

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

Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need. The SENDCo may meet with you to discuss strategies on how to support your child with their specific needs. If outside agencies, for example an Educational Psychologist or speech therapist, have been involved, suggestions and programmes of study are normally provided by them that can be used at home.

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

At HHS we believe in a child-centred approach. When children have been identified as having additional needs, the thoughts and feelings of the child and the parents together with the views of school staff and relevant professionals, are taken into account. This may be through:

- Informal and/or formal discussion with teaching staff including Jill Forster, the SENDCo
- Teacher and child discussions
- Teacher and parent meetings
- Review meetings, including outside agencies where appropriate

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

We aim for all children to be involved in all areas of the curriculum and that those with a special educational need or disability are treated on a par with other pupils. A risk assessment will be completed ahead of any trip or extra-curricular activity to identify aspects of it that identified children may find challenging. Appropriate provision and reasonable adjustments will be made wherever necessary to enable staff to meet this need. Medical support will be put in place if required.

12. How accessible is the school environment?

HHS is housed in a grade 1 listed building on a multi-level, split site which we recognise may mean access could be difficult for some. We aim to work with parents and carers to enable everyone to access all areas as much as possible, and to make reasonable adjustments allowing pupils to access all areas of the school site and participate in all areas of the curriculum. Please refer to the School's Accessibility Plan for further information (see link at the end of this report).

13. Who can I contact for further information?

Headteacher:

Mr Ross Montague

ross@hampsteadhillschool.co.uk

020 7435 6262

SENDCo:

Ms Jill Forster

sendco@hampsteadhillschool.co.uk

020 7435 6262

If a parent has any concerns, please contact one of the above. If your concern is not able to be resolved, please refer to our Complaints Policy, (see link at end of document).

14. How does the school prepare and support my child to join the school, and transfer to a new school or setting?

We recognise that transitions can be especially difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. If your child is joining us from home or from another setting or school:

- We strongly encourage you to provide us with any information you have about your child's needs or presentation and ask you to request any previous settings to send us any reports or information they might have, in advance of your child's start date at HHS. This will enable us to provide your child with the best possible start to their learning journey at HHS.
- Your child will be able to visit our school and stay for taster sessions if this is appropriate.
- The SENDCo – Jill Forster, working in collaboration with the School Administrator - Sian Hoskins, will contact the current school or setting to ensure all information is up to date to allow for a smooth transition.

When moving to another school or setting:

- We will contact the school SENDCo and ensure they know about any special arrangements or support that needs to be made for your child.
- Where possible, a planning meeting/conversation will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a transition planning meeting will take place with the new teacher.
- There will be opportunities for your child to make additional visits to their new class if this is appropriate.

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

- The Headteacher decides on the budget for Special Educational Needs in consultation with school proprietors and on the basis of needs in the school.
- The money is used to provide additional support and resources, or to effect reasonable adjustments dependent on individual needs and within the confines of the school building's grade 1 listed status.
- Resources may include deployment of staff depending upon individual circumstance.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

HHS falls within the borough of Camden, and the majority of our parents live in this borough:

<https://cindex.camden.gov.uk/kb5/camden/cd/localoffer.page?localofferchannel=0>

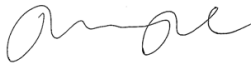
An individual's local authority is the one in which they are domiciled, so, if you live in a different borough, the SENDCo, Jill Forster, will liaise with staff in your local authority should the need arise. Parents are also able to access support and advice from the independent service SENDIASS which is an acronym for: Special Educational Needs and Disabilities Information Advice and Support Services:

https://www.kids.org.uk/sendias?gclid=EAlaIqObChMIg8S42siV9gIVEqblCh2h_QY7EAAYASAAEgKGhPD_BwE

17. Links with other policies and documents

This report links to the following:

- SEND Policy
- Complaints Policy
- Accessibility Plan

Reviewed	September 2021 September 2022
Next Review	September 2023
Name	 Ross Montague Headteacher