



Is there a special admission process for children with SEN?

As with all admissions to the school, please refer to the school website: <http://www.hampton-inf.richmond.sch.uk/admissions.html>

and local authority information via:

http://www.richmond.gov.uk/home/services/children_and_family_care/schools_and_colleges/school_admissions.htm

- We would encourage all parents of children with additional needs to visit the school and discuss the child's needs with the SENCo in order to inform your choice of school for your child.
- It is important that all information regarding your child's needs is included in the school application. The SENCo will use this information to support a smooth transition into the school.
- Once your child has been allocated a place, the SENCo will contact you to plan your child's transition into our school. Where possible your child's previous school will be contacted to ensure that staff have a full understanding of your child's needs and appropriate support.
- Parents / carers of a child who already has an Education Health care Plan should liaise with the SEN Case Worker regarding their school of choice. If Hampton Infant School and Nursery has been requested by the family, the SEN team will contact the headteacher who will review the support detailed in the plan and determine whether the school is able to meet the child's individual needs.

What types of SEND are provided for at Hampton Infant School and Nursery?

Hampton Infant School and Nursery is a fully inclusive school where we endeavour to meet the needs of children who attend. Each child with additional needs are assessed and planned for individually and staff ensure that these plans are reviewed regularly. The school has supported children who have Autistic Spectrum Disorder, Attention Deficit Disorder, Down's Syndrome, Moderate Learning Difficulties and Social and Emotional difficulties. Support for staff is provided by the SENCO and other professionals. The unique open-plan layout of our school adds to the learning experience of most children, but it can prove to be a barrier for a small number. We will always review with parents whether we are able to offer support that is appropriate to an individual child's needs

How might a child with SEN be supported at Hampton Infant School and nursery?

All children will be supported within the classroom by the class teacher and learning support assistant (LSA) through Quality First Teaching. Lessons are differentiated to providing appropriate targets and resources for all pupils. A pupil who needs additional support may be included in a specific intervention group led by the LSA or SENCo. These groups may take place within or outside of the classroom and would focus on specific areas of learning such as: phonics, reading, spelling, number and social skills. These intervention groups are regularly reviewed. Class teachers remain responsible for monitoring and reviewing the success of all intervention strategies or activities.

We have a member of staff trained in delivering the ELSA (Emotional Literacy Support Assistant) programme. We also have access to a school counsellor, who is trained to administer both group and individual therapy.

What can you do if you have any concerns regarding your child's progress or development?

In the first instance it is always best to raise your concerns with your child's class teacher.

Generally this will result in the class teacher discussing the concern with the SENCo and identifying possible next steps in supporting your child. The SENCo may suggest possible appropriate whole class adaptations or specific interventions. The impact of this initial support would be reviewed by the class teacher, SENCo and parent and where necessary possible assessments or referrals may be suggested. The class teacher would organise regular update meetings to review your child's progress. Where a child is identified as needing additional or different educational support, the parents will always be involved in creating and reviewing the SEN support plan.

Who might be involved in supporting your child?

Class teachers input via excellent targeted classroom teaching also known as Quality First Teaching. Learning Support Assistants are a key part of the teaching and learning in our school. They may work with smaller groups or individual pupils following the differentiation planned by the class teacher. In some cases a pupil may have a one-to-one Learning Support Assistant. This person will work closely with the class teacher, SENCo and other professionals to support this child in the classroom and to deliver any specific additional teaching as specified in the Education Health Care Plan.

All staff are supported by the SENCo in identifying children with additional needs and coordinating appropriate support. In some cases this might include involving outside professionals. In some cases the SENCo might work directly with a child or group of children to implement a specific intervention.

What are the roles and responsibilities of the staff who may be supporting your child?

Class teachers have the highest possible expectations for your child and all pupils in their class. They are responsible for:

- Planning lessons taking into account the needs of all groups of children in their class, starting with what they already know, can do and can understand.
- Adapting teaching so that your child is fully involved in the learning in the class. This may involve strategies such as using more practical learning.
- Implementing additional strategies to support your child to learn.
- Informing TAs and EYPs of the intended outcomes of each lesson so that they can best support pupils.
- Accessing specific resources and strategies to support your child individually and in groups.

The SENCo is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Ensuring that where possible your child is involved in setting and reviewing targets.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known)
- Working with class teachers to keep up to date records of your child's progress, needs and personalised support.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

The Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.

- He will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEN Link Governor makes sure that the necessary support is made for any child who attends the school who has SEND. The Link Governor for SEND at Hampton Infant School and Nursery is Stacey Mills.

Learning Support Assistants work specifically on a one-to-one basis with children as described in an Education Health Care Plan. They are responsible for:

- Working with the classteacher to prepare additional resources to support learning.
- Implementing strategies described in the plan
- Daily feeding back key information about the day to the parents / carers of the child
- Updating the classteacher and SENCo in relation to the progress of the child
- Assisting the classteacher in preparing reports for annual review meetings
- Supporting the child to integrate into the class as much as is possible and appropriate

How will the school identify a child who may need additional support?

The identification of SEN is built into the overall process of monitoring the progress of all children. Class teachers monitor progress through observations and assessments – both statutory and non-statutory. Base line assessments support staff in identifying pupils who are making less than expected progress.

Hampton Infant School and Nursery follows a graduated approach to support pupils with additional needs. This involves constantly reviewing the needs of the child and the success of interventions.

The stages of support in Hampton Infant School and nursery are:

- Quality first teaching
- Learning Support – additional, usually short term, interventions or support
- SEND Support – ongoing higher levels of support to address specifically identified barriers to learning
- Education Health care Plan – High levels of additional support for children with long term, complex or severe learning needs.

Where there are concerns about a pupil's rate of progress, the class teacher may consult with the SENCo in determining class-based strategies that could be introduced to support the pupil in making better progress. Parents will be informed at this stage and a date for reviewing the pupil's progress will be set. For many pupils this learning support provision will be sufficient to ensure that they begin to make expected progress. This support may be short or long term depending on the pupil's need.

In some cases, despite high quality teaching and specific in-class support, a pupil may continue to make less than expected progress. For these pupils additional support is required. Class teachers will invite parents/carers in for a meeting with themselves and the SENCo. A SEN support plan will be completed focussing on the pupil's strengths and identified areas of difficulty. Previous in-class support will be reviewed and additional personalised intervention will be decided upon. In many cases the advice of an external professional will be sought. Outside agencies may observe or assess the pupil to assist in identifying specific barriers to learning and in understanding what additional resources and different approaches may enable the pupil to make better progress. Parents will be provided with a copy of the SEN support plan.

For a very small number of pupils, the recommendations of the outside professionals would be that a request be made to the Local Authority for and Education Health Care Needs (EHCP) assessment. Where an EHCP has been written for a child, this is reviewed annually. In some cases an interim review may happen during the year.

How are the teachers in Hampton Infant School and Nursery helped to work with children with SEND and what training do they have?

The SENCo attends regular briefings organised by the Local Authority. Policy updates are communicated via the SEN team and SEND family voice. This enables the SENCo to support class teachers in planning for pupils with SEND. A training plan is in place for all staff to improve the teaching and learning of pupils including those with SEND; this includes whole school training on SEND issues. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific pupils in their class. Staff are able to consult and receive guidance from professionals outside of the school including: the Educational Psychologist, Speech and Language Therapist and Occupational Therapist.

How might outside agencies be involved in supporting your child with SEND?

In some cases, a pupil may have specific barriers to learning which cannot be overcome through just Quality First Teaching and intervention groups. In such cases, more specialist input may be necessary. During a review meeting with the class teacher and SENCo you may be asked to give permission for the school to refer your child to a specialist professional e.g. an Occupational Therapist or Educational Psychologist. This will help the school and yourself to better understand your child's particular needs to be able to support them in their learning.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or adaptations to some aspects of teaching
- Assistance in setting more appropriate specific targets
- Guiding and supporting school staff in running specific programmes e.g. a social skills group
- Further group or individual work with the outside professional

The way which Richmond Schools can refer to, and access support from, a Speech and Language Therapist has changed; there is a different process for Early Years, Key Stage One and Key Stage Two.

- **Early Years:** Parents can raise concerns with staff, and these concerns will be discussed with the Speech and Language Therapist at the termly link meeting **or** parents can speak to a Speech and Language Therapist through the advice line: 020 8973 3512 to discuss their concerns with a therapist. A referral for assessment can be made over the phone, following discussion, if it is felt it is appropriate and the child/young person meets criteria for assessment.
- **Key Stage One and Key Stage Two:** Parents can speak to a Speech and Language Therapist through the advice line: 020 8973 3512 to discuss their concerns with a therapist. A referral for assessment can be made over the phone, following discussion, if it is felt it is appropriate and the child/young person meets criteria for assessment.

What outside Agencies are available to work with a pupil in Hampton Infant School and Nursery?

Families and Schools within Richmond have access to the following external professionals:

- Educational Psychologist
- Speech and Language Therapists (for children with an EHCP)
- Occupational Therapists
- School Nurse
- Multi-Sensory Support Services
- Social Services
- Family Support Services
- Children's Counsellors
- Primary Mental Health Services
- Child and Adolescent Mental Health Services (CAHMS)
- Education Inclusion Team

How are pupils with more long term, complex or severe needs supported?

Where a pupil has been identified as having a particularly high level of need which cannot be met through individual or small group teaching within the budget available to the school, additional support may be funded via a Education, Health and Care Plan (EHCP). The school (or parent) would request that the Local Authority carry out a statutory assessment of the child's needs. This is a legal process which sets out the amount of support that would be provided for the child.

- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support.
- Following the reports, the Local Authority will decide whether your child's needs are severe, complex and lifelong. If this is the case they will write an EHC Plan. If this is not the case, the school will be requested to continue with the support. The Local Authority will also set up a meeting in school to ensure a plan is in place to support your child in making as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

What support can we offer you as a parent of child with an SEND?

- Appointments can be made to meet with the class teacher or SENCo who are available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. The inclusion manager can be contacted by email: senco@hampton-inf.richmond.sch.uk
- All information from outside professionals will be shared with you either in person or via a report.
- Learning Support Plans and SEN Support Plans will be regularly reviewed with your involvement.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Class teacher and SENCo will be able to advise on any additional activities you might be able to do at home to support your child's learning and development.
- Achieving for Children Local Offer website https://www.afcinfo.org.uk/local_offer has links to many sources of information and support for parents.

How will we support your child when they are leaving this school or moving on to another class?

Moving to a new school:

We will liaise with staff at a school to which a pupil is moving to ensure that the transition is carefully planned and managed by the SENCOs and class teachers of both schools. You and your child will be included in this process. All relevant records and reports will be passed on to the new school.

We have a thorough transition programme for our Year 2 pupils moving on to our federation partner school – Hampton Junior School at the end of Key Stage 1.

When moving classes in school:

Where possible your child will meet their new teacher and spend time in their new classroom before moving up. Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All records will be shared with the new teacher. If your child would be helped by a book or photographs to support them understand moving on then it will be made for them.

How is SEN funded within the school?

- The school budget, received from Richmond LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCo discuss all the information they have about SEND in the school, and decide what resources/training and support is needed.
- All resources, training and support are reviewed regularly and changes made as needed.
- Additional funding and resources may be available for children with more complex needs.
- A child with an ECH plan whose statement includes ‘top up funding’ has the right to request a personal budget. A Personal Budget is an amount of funding allocated to meet the additional and individual support needs of the child or young person. The personal budget is allocated in recognition that the child or young person’s support needs cannot be met in full by mainstream/universal or targeted services without an additional individual investment being made. Personal budgets may be provided from one, two or all three different funding streams: education, health and social care or from a single pooled fund. Whichever is the case, the personal budget will be holistic and used to support the achievement of the identified outcomes in the Education, Health and Care Plan. It will be possible for the family/parents to ask to have the personal SEN budget as a direct payment. In so doing, the parents will be responsible for the management and use of the money. Parents have the right to request a personal budgets but do not have the right to receive one. This would need to be discussed with the SENCo and SEND Case Officer.

Which policies should be read in conjunction with this policy?

- Accessibility policy
- Medical policy
- Equal opportunities

Useful websites for parents:

- <https://www.afclocaloffer.org.uk/> Achieving for Children Local Offer website
- <https://www.metooandco.org.uk/> (support for parents and carers)
- https://www.richmond.gov.uk/family_support (Family Support Service)
- <http://www.kids.org.uk/> (charity supporting families)
- www.carers.org/local-service/richmond (Young Carers support)
- http://www.richmond.gov.uk/childrens_centres (Sure Start Centres)
- www.dyslexiaaction.org.uk (Dyslexia Support)
- <http://www.autism.org.uk/> (Autism Support)
- <https://www.hrch.nhs.uk/our-services/services-directory/services-in-richmond/slt-children-richmond/> (Speech and Language Therapy information)
- <https://www.hrch.nhs.uk/our-services/services-directory/services-in-richmond/childrens-ot-richmond/> (Occupational Therapy information)