



SEND Information Report 2021-22

WHAT IS THE SEN INFORMATION REPORT?

Hampstead Parochial CE School SEN Information Report sets out for parents, in one place, what the school provides for children with special educational needs and/or disabilities (SEND).

WHO TO CONTACT FOR INFORMATION

Our SENDCO is Mrs Julie Galton. The SENDCO leads on the day-to-day operation of our SEND procedures following guidance in the SEND Code of Practice. She has completed the National Award for SENCO Coordination (NASCO).

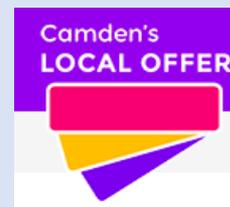
The Head teacher, Mrs Laura Hall, has overall whole school responsibility for SEND and Inclusion.

Please email:

admin@hampsteadprim.camden.sch.uk

Tel: 020 7435 4135

Camden Local Authority has published its [Camden Local Offer](#)



<https://www.camden.gov.uk/send-local-offer> This sets out a range of information about specialist services, voluntary organisations, schools, and colleges that can provide support and information for families of children and young people with SEND.

OUR VISION AND AIMS – WHAT WE THINK IS IMPORTANT

- We welcome difference and diversity – learning from and about diversity strengthens our community;
- We value, respect and celebrate the achievements of all children;
- We work closely with parents and children/young people in planning and reviewing progress; we aim to ensure all voices are heard and that the expectation of all partners in the process are made clear.
- We aim to identify and assess children with special educational needs as early as possible;
- We will provide support and resources for children with SEND to fulfil their potential and to access a broad and balanced curriculum;
- Our starting point is to guarantee a whole school approach to making provision for children with SEND;
- We equip staff with the knowledge and skills to support all children with SEND in our school;
- To ensure best outcomes for children with SEND.

LEGISLATION AND GUIDANCE

Our SEND information report details how we fulfil the responsibilities outlined in the [SEND Code of Practice 0-25 \(June 2014\)](#) . It takes into account the following documents and guidance: Equalities Act 2010, Children and Families Act 2014, The Special Educational Needs and Disabilities Regulations 2014.

The SEND Policy and Information report is reviewed annually by the SENDCO in consultation with key stakeholders; parents, pupils, staff and governors.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS/DISABILITY (SEND)

HPS will endeavour to secure special education provision for those children for whom it is required. The SEND Code of Practice (2014) states:

‘A pupil has a special educational needs and/or disability (SEND) where their learning difficulty or disability calls for special educational provision to be made.’

Special educational provision is defined as education or training provision which is ‘different from or additional to’ that normally available to pupils of the same age in a similar setting in England.

A child or young person has a learning difficulty or disability if he or she has:

‘greater difficulty in learning than the majority of others of the same age

or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age’

MEDICAL CONDITIONS

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Some children with medical needs require an Individual Healthcare Plan, which specifies the type and level of support required to meet individual medical needs. An individual healthcare plan is usually devised by healthcare professionals from the school nursing service in collaboration with parents and the school.

Some children with medical conditions may also be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

For further information please read the [Supporting Pupil's with Medical Conditions Policy](#), available on the school website. The Senior Leader with responsibility for medical needs is the Head of School.

THE KINDS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES FOR WHICH PROVISION IS MADE AT HAMPSTEAD PARCOHIAL SCHOOL

Whilst every child's needs are unique and different, the 4 categories of need as defined in the Code of Practice, help us to plan provision.

At Hampstead Parochial, provision is made for children who experience a range of needs and some pupils may have needs in more than one category.

1. Communication and Interaction (C&I) needs. Children with Speech, Language and Communication Needs (SLCN) have difficulty understanding language and/or difficulty communicating with others. e.g., ASD, DLD etc.
2. Cognition and learning (C&L) needs. Difficulties with cognition and learning affect a child's ability to process and remember information and apply knowledge in different situations. e.g., Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), severe learning difficulties (SLD), dyscalculia etc.
3. Social, emotional and mental health e.g., attachment disorder, ADHD, self-injury etc.
4. Sensory and/ or physical needs: e.g. Vision impairment (VI); Deaf or Hearing Impairment (HI) cerebral palsy etc.

ARRANGEMENTS FOR THE ADMISSION OF PUPILS WITH SEND

Unless a child has an Education Health and Care Plan, admission to the school follows the same procedure as for any other child. We welcome all children into our school, including children with SEND. We aim to eliminate discrimination by the positive promotion of equality and by creating an environment which champions respect for all. Our admissions arrangements are fair and transparent, and in line with the SEND and Disability Act 2001 we do not discriminate, in terms of disability and take all reasonable steps to provide effective educational provision. For more information please refer to the school's [Admission Policy](#).

HOW WE IDENTIFY AND ASSESS FOR SEND

At Hampstead Parochial School individual attainment and progress is monitored closely. We assess each pupil's current skills and attainment on entry, building on information from previous settings/key stages. Assessments are made against the National Expectations set out in the National Curriculum and the Early Years Foundation Stage Guidance. Class teachers will make regular assessments of progress for all pupils in their class.

A child is considered to have special educational needs when they are making less than expected progress given their age and individual circumstances. Less than expected progress is defined as progress which:

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

This may include progress in other areas e.g., social, emotional or communication.

Hampstead Parochial School recognises that other factors may influence a child's progress and attainment, but this does not necessarily mean that the child has a 'special educational need'. Factors might include: attendance, health and welfare, being a looked after child, being a child of service personnel, being in receipt of pupil premium grant or having English as an additional language.

All children have individual needs, and some children may have additional needs arising from particular circumstances. These needs are deemed to be met by alternative strategies. The school monitors closely the attainment of these groups and individuals to review and evaluate the support offered.

The school keeps a register of children identified as having SEND. Any decisions about placing a child on the school SEND register is always taken in collaboration with parents and will usually come after:

- Conversations between parents and class teacher e.g., about concerns and progress
- Implementation of 'additional to or different from' provision support at class level (Quality First Teaching) or a more personalised approach.
- Possible assessment or testing procedures e.g., either in school or by specialist support services such as EP
- Review of progress against the criteria in the Code of Practice (6.17)

Some pupils identified as requiring SEND support will make good progress and will exit the SEND profile. We will celebrate their success and continue to monitor them.

ASSESSMENT AND MONITORING OF SEND: A GRADUATED APPROACH

Class teachers are continually monitoring the progress of the children in their class, including those with SEND. Hampstead Parochial CE School aims to identify need at the earliest point and then make effective provision which impacts on progress and attainment.

Once a term, your child's progress is reviewed formally at a pupil progress meeting. The class teacher and Senior Leadership Team use pupil progress meetings to monitor progress and attainment for all children and determine any additional measures to support learning. We use the information we have about each child identified as having SEND to plan adaptations to the teaching and learning or to plan a personalised programme of support. The Class teacher and SENDCO will develop this plan in partnership with parents and the child.

The process for monitoring the progress of pupils with SEND is as follows:

Assess: We will identify the specific needs of the child through formal and informal assessments.

Plan: Where needs have been identified the class teacher, in collaboration with the SENDCo, plan interventions or adaptations to meet need – these may include the provision of additional resources, adaptations to the curriculum or classroom practice and/or targeted time-limited intervention. The class teacher meets with the parent to discuss the suggested support.

Do: Delivery of agreed intervention/strategies or adaptations. This may also include support, training or direct work from external agencies such as OT or SALT.

Review: At the end of each term or agreed intervention, the class teacher reviews pupil progress, in collaboration with the child. Next steps and future support are discussed and agreed by the class teacher in consultation with the SENDCo. If the child has a Personal Education Plan, this will also be reviewed and shared with parent.

Class teachers report formally once a year in the summer term on the progress of all children including those with SEND.

OUR APPROACH TO TEACHING PUPILS WITH SEND

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Our Senior Leadership team support teachers to take responsibility for the learning and progress of all children including those with SEND.

We make the following adaptations as part of quality first teaching

- Differentiating our curriculum to enable all pupils to access it e.g., by grouping, method of teaching delivery, lesson content etc.
- Adapting the learning environment, resources etc. e.g., workstations/visual timetables etc.
- Providing access to recommended learning aids etc.
- Additional adult support in class

Wherever possible we strive to provide each class with a teaching assistant. However, this can vary year on year. As we aim for all children to experience 'life in all its fullness' we seek to ensure children with SEND are educated alongside their peers in the mainstream classroom environment. However, we recognise that for some children this environment may not be a suitable learning environment all the time e.g., for a child with ASD the classroom may present sensory overload or lead to over-stimulation. In these instances, the SENDCO will, in consultation with the parents, discuss other flexible arrangements.

The SENDCO, in collaboration with the Head teacher, is responsible for making special arrangements for tests and other assessments for pupils with SEND.

- Where quality first teaching does not allow the child to make sufficient progress additional support may be provided. This support may include:
- Interventions (short programme of support targeted to meet an identified need and where progress is measured against a baseline). Examples of current interventions include Precision Teaching for Spellings, Lego Therapy,
- Small Group Support in a guided group,
- 1:1 support – to access the curriculum or for individual specialised programmes such as Project X Code for reading.

EVALUATING THE EFFECTIVENESS OF SEND PROVISION

We evaluate the effectiveness of provision for SEND pupils by:

- Reviewing pupils individual progress towards the targets on the Personal Education Plans each term
- Periodically reviewing the impact of interventions
- Using pupil, parent and staff questionnaires
- Monitoring by the SENDCO and Senior Leadership team as part of the school's cycle of monitoring
- Annual Reviews for children with an EHCP

HOW WE WORK IN PARTNERSHIP WITH PARENTS/CARERS

We believe parents should be fully informed and involved at every stage. Parents meet with the class teacher termly as part of the target setting and review process.

We make every effort to communicate clearly and regularly with parents and carers of children with SEND about:

- how we support their children;
- their achievements and their well-being
- their participation in the full life of our school.

Parents can also request to meet the class teacher and SENDCo at any time to discuss the progress of their child or to seek information and advice.

We try to communicate in plain English and have access to interpretation services if needed.

EXTENDED SCHOOLS PROVISION

Our extra curricular activities and extended schools provision is fully inclusive and provides opportunities for children with SEND to achieve wider outcomes. Extended schools leaders adapt provision according to the needs of individual children.

EDUCATING CHILDREN OUTSIDE OF THEIR CHRONOLOGICAL YEAR GROUP

In line with advice from the local authority, as a general rule, we do not place children outside of their chronological year group.

HOW WE CONSULT WITH PUPILS WITH SEND

We have a range of ways to facilitate communication with pupils, including non-verbal methods such as using PECS, photographs or symbols.

We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- clear policies and systems to support children in expressing any worries or concerns that they have, including giving children the right to choose a preferred adult to talk to
- talking to individuals and/or groups of children during and after lesson observations to understand their experiences
- inviting children with an EHCP to make a personal contribution to their Annual Review meetings, for example, through a video montage or power point presentation
- inviting children to record their views and preferences on Personal Education Plans
- ensuring individual targets and any progress towards them are regularly discussed with children
- doing an annual pupil questionnaire
- children receive ongoing feedback on their progress from their teachers and TA verbally or through developmental marking; we encourage children to respond to this feedback
- making sure that our school Council is inclusive and represents all of our community
- ensuring that safeguarding procedures are strong and that all staff are well trained

THE CONTRIBUTION OF SPECIALIST SUPPORT SERVICES

We believe that early identification of a special educational need is crucial to effectively supporting a child's learning and sometimes specialist services can help us to better identify the need and help with planning support.

HPS is committed to working with specialist support services. If a child requires support from a specialist service, we will involve parents at every stage. Parents/carers will need to sign a referral form before any assessment or support can go ahead. Referrals are made by the SENDCo or in some instances by the parent through their GP. CAMHS also operates a self-referral service.

The services currently working in school or supporting children/families at Hampstead Parochial CE School include: Educational Psychology, Speech and Language Therapy, Camden Language and Communication Service (CLCS), Camden Primary Literacy Support Service (PLSS), Occupational Therapy and CAMHS. All these agencies can provide advice and guidance to staff and parents and carry out assessments with pupils.

Please note: Each service has their own referral and eligibility criteria – meaning the service can be targeted to children with higher levels of need. The level and type of service varies both on an individual case level and on a service level.

On occasion parents may commission their own external reports – we will always read and discuss these with parents with a view to incorporating recommendations where possible.

SUPPORT FOR THE EMOTIONAL AND SOCIAL DEVELOPMENT OF CHILDREN WITH SEND

The school takes the personal development and well-being of children seriously. We know that some children with SEND are particularly vulnerable when it comes to making and keeping friendships. We address many of these issues in our comprehensive PHSE (Personal, Health and Social Education) curriculum and through Religious Education. Pupils with SEND are encouraged to experience school life in all its fullness; their strengths and talents are recognised and celebrated, they are encouraged to be part of the wider life of the school including school council, clubs and sports teams and in lessons whether working independently or in a group their contributions are valued, encouraged and respected. We promote positive behaviour as part of our philosophy of learning. You can read more about our whole school approach to behaviour in our Behaviour policy on the school website. We have zero tolerance of bullying and promote an anti-bullying culture through assemblies and lessons. We recognise within our Behaviour and Anti Bullying Policy that pupils with SEND may be vulnerable to bullying behaviours.

The school has a CAMHS link worker who meets with the SENDCo regularly. The CAMHS link worker offers advice and support around supporting children experiencing emotional, social or mental health difficulties. Referrals into the CAMHS service can be made where appropriate.

We currently work with a play therapist one afternoon a week. She provide one to one therapeutic support for individual children. A member of our support staff team is training to become an ELSA (Emotional Literacy Support Assistant). She works with groups of children to encourage emotional literacy, building emotional vocabulary and self awareness; supporting children to develop strategies to manage difficult feelings.

HOW WE SECURE TRAINING FOR STAFF AND ACCESS SPECIALIST EXPERTISE

All staff, including Teaching Assistants, have regular training and guidance to meet the needs of children with SEND on roll. Our School Improvement Plan informs training priorities for the school team and individual staff. The school can access training through Camden Learning Development Centre and The LDBS Grow Packages and can commission or buy in relevant training from the specialist health services allocated to the school. The school has sent individuals supporting children with SEND on specialist training from Voluntary Organisations and Charities such as Down Right Excellent where relevant.

Staff meetings include a focussed SEND meeting termly and SEND briefings are included in the morning meeting for all staff as and when needed. The SENDCo attends relevant Camden SENDCo Forums and centralised training is available to the SEND Governor to support their role.

We strongly believe in sharing expertise and practise both within our school and between schools. Currently, we are in partnership with Holy Trinity School. The partnership allows further opportunities for joint training and the opportunity to observe best practice across the two schools.

Our SENDCo has completed the National Award for SENDCOs and has a postgraduate diploma in SEN.

TRANSITIONS: HOW WE SUPPORT CHILDREN JOINING OUR SCHOOL

Hampstead Parochial CE School plans carefully for the different phases of transition. For children transitioning into Reception we try to ensure children joining our school feel safe and secure. During the Reception home visit, prior to the child starting at school, we ask parents/carers to share any concerns about their children. This helps us plan how we support their child once he/she starts school. We request information and records from previous nursery provision and where possible attend transition meetings with nursery staff for children with identified SEND. We send home a welcome pack, which includes a 'Welcome to Reception' video to support your child in getting to know the staff and classroom before starting Reception.

Internal transition between classes is carefully considered; we organise a 'hand-over' meeting where class teachers and support staff provide the new class team with detailed information about individual children with SEND. Transition books are made for children who need them and drop in visits to the new classroom, to build positive relationships with the new class teacher, are organised where appropriate. For children with an EHCP the SENDCo joins handover meetings. Where possible, we provide an opportunity for parents of children with an EHCP to meet the new teacher before the start of the school year.

If a child joins our school in the middle of a term, we plan a range of support – depending on the particular needs of each child. This often involves a team of 'buddies' to help her/him settle in to the new class.

When parents choose to name HPS as the placement for a child with an EHCP, we will carefully consider whether we can meet the individual needs as detailed in the consultation documents and EHCP and follow the procedures as set out by the local authority. If a child has an EHCP, they may be entitled to additional learning support from an adult. The school is responsible for the recruitment and allocation of any support. The support may change throughout the child's time at Hampstead Parochial School, as their needs and the curriculum changes. The school will endeavour to ensure parents are fully informed of changes.

TRANSITIONS: HOW WE SUPPORT CHILDREN MOVING BETWEEN PHASES

For children with an EHCP we begin planning the transition to secondary school with parents in Year 5 - by supporting and informing parents/carers as to how to contact their local authority Assessment and Case Coordinator (ACC) and where to obtain relevant information about local secondary schools. Once the secondary school placement has been confirmed, the SENDCo will liaise directly with the Secondary SENDCo to ensure they are fully informed as to the child's needs and to discuss strategies to support transition. An invitation to attend the Year 6 Review meeting will be extended to the Secondary School SENDCo. The SENDCO may, where possible, visit the new school with the child and/or the parent.

For children on the SEND register without an EHCP, we aim to ensure the new school is fully informed of need by liaising directly with either the form tutor or SENDCo, whenever possible. We also communicate relevant SEN information on transfer forms. Where relevant, the SENDCo attends the Camden SENDCo Transition Forum to pass on relevant information to Secondary SENDCos from Camden Schools.

HOW WE ENGAGE CHILDREN WITH SEND IN SCHOOL ACTIVITIES

As an inclusive school all activities are available to all children. Every child is encouraged to participate in activities, clubs and trips. We will make every effort to make reasonable adjustments to allow children with specific needs to access these. We will consult with parents on how best to do this and where necessary seek advice from external professionals.

RECORD KEEPING AND TRANSFER OF RECORDS

All records and documents relating to a child, such as Personal Education Plans, Assessments, referral forms etc. are kept in an individual file for each child in a locked cabinet. When a child with SEND moves school we transfer the records to the new school once the child ceases to be registered at our school. However, when transfer arrangements are made in advance, we will share information as early as possible to allow the receiving school to plan.

14. WHO TO CONTACT FOR IMPARTIAL INFORMATION, ADVICE AND SUPPORT

Camden has a number of organisations and groups that can help provide independent information and support for parents of children with SEND. These can be found on the Camden Local Offer.

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) provides a free and confidential service. It offers parents of children with SEND information, advice and support about education, health and social care. Please contact

SENDIASS@Camden.gov.uk



OUR COMPLAINTS PROCESS

We actively encourage open and regular communication with parents. If you have any concerns about your child's progress please make an appointment to speak with the class teacher in the first instance. If the parent feels they have not been able to address their concerns satisfactorily they can arrange to meet the SENDCO or another senior member of staff. 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 Head of School or SENDCO, who will be able to advise on formal procedures for complaint. Alternatively, see our complaints policy on the website www.hampsteadprim.camden.sch.uk