



Special Educational Needs and Disability (SEND) Information Report for Parents and Carers 2021/2022

This report has been drafted in collaboration with parents and sets out the provision that we make in school for children with special educational needs and disabilities (SEND).

Hurst Green Infant and Nursery School ensures that all children with additional needs have opportunities to thrive and flourish, demonstrate their abilities and overcome barriers. We have a cohesive approach to additional needs, training teachers and support staff to develop their awareness of a range of needs and enabling our learners to acquire knowledge and build self- confidence.

We are keen to ensure they are rounded individuals who are prepared for their future in an ever-changing world. To that end, we encourage our children with Special Educational Needs and Disabilities to develop their skills and talents and to be as independent as possible.

What is Special Educational Needs and Disability (SEND)?

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability that calls for extra support to be put in place. A child of compulsory school age, or a young person, has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him, or her, from making use of facilities of a kind generally provided for others of the same age in mainstream school.

SEND Code of Practice 2014

Who should I talk to about my child's difficulty with learning, SEN or disability?

Partnership with parents is highly valued at Hurst Green. Your first point of contact should be your child's class teacher. They are regularly available to discuss your child's progress or any concerns you may have and will be able to give you advice for supporting your child's learning.

Miss Romi Costantini (Special Educational Needs Co-ordinator SENCo) is available to meet with you to discuss your child's needs. She will meet with you if any outside agencies are involved, talk you through any reports and discuss the best possible way to support your child. To make an appointment to see Miss Costantini, you can call the office on 01883 712171 or email office@hurstgreenschool.org



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How does Hurst Green support children with special educational needs?

Our priority is to provide Quality First Teaching for all pupils. Teachers regularly adjust their practice to ensure all children have access to the teaching.

This includes:

- differentiating the activity
- arranging and adapting class furniture and seating plans
- adjusting the format of resources such as the whiteboard, books and reading materials
- supplying specialised writing tools and classroom equipment
- using visual timetables as well as implementing a variety of teaching styles to engage and include all pupils
- guided groups

We also look at the whole school day and the wider school environment, responding to individual needs and making adaptations when necessary, such as:

- small group support at lunchtimes
- incorporating a sensory diet into the school day
- sessions with our ELSA or Play Therapist
- individual risk assessments and adjustments for children to be able to access school trips and educational visits

Teaching Assistants (TAs) and Learning Support Assistants (LSAs) are deployed according to need and additional hours as outlined in Educational Health Care Plans.

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Our admissions policy arrangements for children with an Education Health Care Plan do not discriminate against those with special educational needs.



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How does Hurst Green identify children with special educational needs and what provision does the school make?

We follow the SEND Code of Practice 2014 and use the graduated response of assess, plan, do and review. All children have their progress monitored half termly and any child that is not making satisfactory progress is identified and provided with targeted support to help them meet at least expected progress.

The SEND Code of Practice (2015) describes satisfactory progress as:

- Similar to that of children of the same age who had the same starting points
- Meets or exceeds the child's previous rate of progress
- Allow the attainment gap to close between the child and their peers

Our school provision map shows the range of interventions in place at Universal (wave 1), school and specialist support (wave 2) and EHCP (wave 3). These interventions include individual and small group work. All the intervention programmes used are researched based and are monitored for impact, so that the receiving support begin to make increased progress.

In cases where progress is lacking despite interventions and quality first teaching a child's needs are assessed against the Areas of Need as identified by the SEND code of Practice September 2014 (Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health, Sensory and/or Physical) and assessment from external agencies may be requested. The school works in partnership with other agencies to help identify specific needs and to request specialist support. This could include educational psychologists, the school nurse, speech and language therapists, occupational therapists, family support workers, physiotherapists and social services.

There may come a point where support has been provided in school, several outside agencies have worked with and supported your child and progress is still limited. This is when parents and carers, outside agencies involved with your child and the SENCo will meet to discuss whether the school will undertake the statutory assessment process for an Education, Health and Care Plan (EHC) plan. As a parent/carer you can make a request to the local authority for a needs assessment for an EHC plan at any time. If such a request is made, however, the local authority (Achieving for Children) has a statutory duty to consult the school so the request will go back to school.



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What support is available for improving the emotional, mental and social development of children with SEN?

Children are supported with their social and emotional development through the curriculum and at play times. All members of staff can be approached by children who wish to raise concerns and issues. The class teacher can refer children to the school ELSA or Play Therapist for additional individual or group support. Where the child meets criteria outlined in the Profile of Need the SENDCo can also involve outside professionals such as mental health nurses and CAMHS. The parent may also access these services through their GP.

What training and expertise do the staff have in relation to children with special educational needs and disabilities?

All teachers and support staff receive regular staff meetings and training on different areas of learning and health needs. We also provide more specific training for staff on particular needs when necessary. Outside agencies such as educational psychologists, speech and language therapists, occupational therapists and the learning needs team provide recommendations and training, when required. Staff have received training on Read, Write Inc Phonics and Talk4Writing interventions, understanding Autism, mental health issues and positive handling. We have dedicated members of support staff who have been specifically trained to support the needs of children in communication and interaction and facilitate their social and emotional wellbeing. All Teaching Assistants are ELKAN (speech and language) trained. We have a trained ELSA (Emotional Literacy Support Assistant) working part time at the school.

How will Hurst Green involve parents/carers and pupils in the decision making process of their education ?

The school operates an open door policy and welcome dialogue between the school and parents to support the children's learning. All parents of children attending the school are invited to two parent/teacher consultations a year and receive a written report in the summer.

If the parent/carer has concerns about their child's overall progress we encourage them, in the first instance, to contact the class teacher to discuss any difficulties their child is experiencing. The teacher will outline what the school can do to help address these particular difficulties and discuss ways in which parents/carers can support at home, as well as seek the child's views.

If additional support has been put in place and progress is less than expected, the SENDCo and class teacher will invite parents in to discuss further support and next steps.



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To help in developing reading we have volunteers, some of whom are parents, who come into school and support children with their reading.

Our governing body includes parent governors, which gives the opportunity for parents to take an active role in the overall running of the school.

How will Hurst Green help my child during transition?

Information will be discussed and passed on to the new class teacher as part of the class handover meetings including any outside agency reports and resources that support your child. Children with an EHCP have an annual review, which outlines the support and provision that is in place for them. The current class teacher will attend this and the report made available for the new teacher to look through.

If appropriate, a social story or information book can be sent home to help with their understanding of change. Any equipment will be available in the new classroom e.g. slope board for writing.

It may be necessary for your child to have additional visits to the new classroom or additional time with the new class teacher or teaching assistant to aid their transition.

How does Hurst Green evaluate the effectiveness of the provision?

Class teachers, the SENCO and parents liaise closely to enable accurate assessments and early identification of children with SEND. We use the model of assess, plan, do and review to monitor the impact of any additional support to the children's educational progress. Regular monitoring and review will focus on the extent to which planned outcomes are achieved. The assessment information from class teachers will establish whether children have made satisfactory progress.

Every child in the school has their progress tracked on a half-termly basis. In addition to this, children with special educational needs will have more detailed and frequent assessments to inform individual education plans, one page profiles and individual provision maps. If these assessments do not show expected progress is being made the programme of support and planned outcomes will be reviewed and adjusted.



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Provision management, both on a whole school and individual basis, support the school in helping to evaluate whether interventions have had an impact on the progress of children and whether they are proving to be effective in terms of time and cost.

What happens if my child already has an Education, Health and Care plan?

Hurst Green has a legal obligation to meet the provision detailed in the documentation. Parents/carers are invited to contribute to and attend an annual review, which will also include reports and/or attendance from the outside agencies currently involved with your child.

What happens if my child has special educational needs and a medical condition?

We make arrangements to support pupils with medical conditions so they can access their education. Individual healthcare plans are put in place for those children with specific conditions needing additional support, monitoring and care. These are often completed by health care professionals, such as health visitors, nurses and GPs. These healthcare plans will be co-ordinated with any SEND plans.

How is Hurst Green accessible to children with special educational needs and disabilities?

As part of our requirement to keep the appropriateness of our curriculum and learning environment accessible to all, we evaluate the needs of individual children and make 'reasonable adjustments' to allow all children access to the curriculum activities, clubs and trips. This is always done in partnership with parents/carers



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What Local Authority services are available to support my child?

Hurst Green is concerned with the overall development of the child. It may at times be beneficial to work with agencies outside of the school setting. The school is able to access a range of LA funded external services which may include:

- specialist teachers for inclusive practice (STIP)
- the educational psychology (EP) service
- the speech and language (SLT) service
- occupational therapy (OT service)
- PSS (Physical and Sensory Support) for children with identified visual and hearing impairments.
- the school nurse
- Child and Adolescent Mental Health (CAMHs)
- REMA (support for Gypsy Roma Traveller and children with English as a second language)

Please be mindful that access to the external agencies listed above depends on the appropriate funding being available from the Local Authority and there being capacity in these services.

All referrals have to be discussed and agreed with the SENCo, who may initially seek advice from L-SPA and the Graduated Response Service. . You may also wish to discuss health concerns with your GP who will also be able to refer your child to most of the above agencies.

We have a particular duty in ensuring that looked after children (LAC) are given the appropriate care and support to enable them to make progress and engage with their learning environment. The designated teacher meets with social services and the virtual school to make sure that the child's wider needs are being met. A personal education plan (PEP) is produced each term to assist the child to develop holistically. Our designated teacher is Miss Romi Costantini Tel: 01883 712171 or email hello@hurstgreenschool.org



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What support is available to parents and carers of children with SEND ?

We have a FLO (Family Liaison Officer) who works at the school part time to support parents with children who attend the school. Hayleigh Russell [hrussell@hurstgreenschool.org](mailto:h russell@hurstgreenschool.org) can make recommendations on how parents can positively engage with their child's learning and all round development. The FLO can also signpost outside support agencies, some of which are listed below.

Parents are able to seek independent help and advice about all aspects of SEND from the following services:

- SE SEND Team (Reigate, Banstead, Tandridge and Mole Valley)

If you have a SEND related enquiry you can call the L-SPA (Learner's Single Point of Access) on 0300 200 1015.

If your child has an EHC plan or one has been requested, you can contact your SEND case officer at your local SEND Team for support and advice sesen@surreycc.gov.uk

- Surrey CC 'Local Offer' provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities Email: localoffer@surreycc.gov.uk Phone: 0300 200 1004
- Family Voice Surrey www.familyvoicesurrey.org

FVS are local groups of parents and carers of children and young people with disabilities who work alongside local authorities, education, health and other service providers to ensure the services they plan, commission, deliver and monitor meet the needs of children and families. They also offer support and advice to families from a parent point of view.

- Surrey's Information Advice and Support Service (IASS) SENDAdvice@surreycc.gov.uk Telephone: 01737 737 300

SEND Advice Surrey provides information, advice and support to parents, carers, children and young people with special educational needs and/or disabilities (SEND) aged 0 to 25 years.

The information, advice and support we provide is impartial, confidential, free and at 'arms length' to the Local Authority. The experienced team



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will listen to your concerns and discuss any issues in confidence.

- Websites, such as the Surrey Parents Partnership, the National Autistic Society, The British Dyslexia Society, The Lucy Rayner Foundation can provide valuable information about how to seek support for you parents/carers and their families.

WWW.autism.org.uk

WWW.bdadyslexia.org.uk

WWW.thelucyraynerfoundation.com

How does Hurst Green support my child when they are leaving the school?

The school has very good relationships with local junior schools and we provide information to help children in their transition to their new school:

- We contact the SENCo at the new school and ensure they know about any special arrangements or support that needs to be made for your child.
- We make sure that all records about your child are passed on as soon as possible.

In Year 2:

- We complete the 'Transition information form' detailing your child's strengths and difficulties.
- The SENCo attends the junior school transfer meeting to discuss the special information form with the SENCo of your chosen school.
- If appropriate, we can help you to arrange additional visits to your child's new school.
- All records for your child are sent to their new school.
- Children with an EHCP have an early annual review which outlines the support and provision which is in place for them. The SENCo of the new school or specialist setting is invited to attend.



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What should I do if I would like to make a complaint?

The same arrangements for the treatment of complaints at Hurst Green are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns initially with the class teacher or SENCo. If your complaint has not been resolved to your satisfaction please contact the Headteacher to resolve the issue before making the complaint formal to the Clerk of the Governing Board (See the Complaints Policy on the school website)