



## Hounslow Town Primary School

### SEND Information Report

Hounslow Town believes that happy children learn and our vision for all our pupils is at the heart of all that we do. Our Vision: To Inspire, to Encourage, to Learn, to Achieve.

Question	School response
<p>How does the school know if children need extra help?</p> <p>What should a parent do if they think their child may have special needs?</p>	<p>There are a variety of ways in which we identify children who need extra help in school.</p> <ul style="list-style-type: none"><li>• We track the progress of our pupils closely and regularly so we can quickly identify pupils who may benefit from extra support.</li><li>• Class teachers meet regularly with the Senior Leadership Team to discuss pupil progress and with the SENDCo to identify support and intervention for pupils.</li><li>• Outside agencies e.g., the Speech and Language Therapy Service, Child and Adolescent Mental Health Service (CAMHS), Occupational Therapy Service, Educational Psychology Service Early Help Hub, Child Development Team and the Special Educational Needs Specialist Support (SENS) team, provide us with necessary support and strategies for children who need extra help.</li><li>• Pupils themselves can also ask for extra support and help.</li><li>• Parents should bring concerns or information about their child to the class teacher in the first instance.</li><li>• If you think your child may have special educational needs, please see the class teacher initially who will then direct you to the SENDCo if appropriate.</li><li>• You can contact the SENDCo via the school office. <a href="mailto:office@hounslowtownprimary.co.uk">office@hounslowtownprimary.co.uk</a></li></ul>

<p><b>How will school staff support a child?</b></p> <p><b>Who will explain to parents what is happening for the child?</b></p>	<ul style="list-style-type: none"> <li>• Senior staff and governors monitor the quality of the support given to pupils with special educational needs</li> <li>• Extra support, which is additional to and different from the usual classroom experience, is planned by the class teacher with the SENDCo and/or Specialist teachers. This additional support may be provided by a teacher, higher level teaching assistant (HLTA) or Teaching Assistant (TA), in a small group or 1:1.</li> <li>• Class teachers are responsible for the children’s learning and will be able to explain what is happening for your child.</li> <li>• All additional support is overseen and co-ordinated by the SENDCo.</li> <li>• If school feels that more specialist advice or support is required they will refer the child to outside agencies with the consent of the parents or carers. These agencies include: the Speech and Language Therapy Service, Child and Adolescent Mental Health Service (CAMHS), Occupational Therapy Service, Educational Psychology Service, Early Help Hub, Child Development Team and the Special Educational Needs Specialist Support (SENSS) team.</li> <li>• Additional support may also take the form of specialist equipment or facilities.</li> <li>• Once a child has been identified as having SEND, the class teacher will discuss this with parents at parents evening to formally let them know that your child is being placed on the SEND register; discuss assessments that have been completed, share the child’s pupil support plan (PSP) and agree a plan and provision for the next term.</li> <li>• Class teachers are responsible for the children’s learning and will be able to explain what is happening for your child in school.</li> </ul>
<p><b>How will the curriculum be matched to a child’s needs?</b></p> <p><b>What is the schools approach to differentiation?</b></p>	<ul style="list-style-type: none"> <li>• Quality first teaching is the key to learning at school. Through on-going assessment the curriculum is differentiated by the class teacher to provide learning opportunities and resources matched to the abilities of all pupils in the class.</li> <li>• Learning opportunities are designed so that all pupils in the class can take part.</li> <li>• In some lessons, pupils are grouped with others that are working on similar targets.</li> <li>• Additional adult support may be used in a variety of ways: small groups, one to one support in or out of class, or to support the class teacher to plan for or work with a pupil or pupils with special needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Our MLD Centre provides additional support for children with moderate learning difficulties which impact on their ability to access to the curriculum.</li> <li>• All teachers are provided with information on the needs of individual pupils so that they can plan the learning within the curriculum to ensure that all pupils are able to make progress.</li> <li>• Teachers are regularly provided with training to support them in providing for pupils with SEND.</li> <li>• We have strong links with specialists in SEND who come in to our school to support staff in ensuring all pupils can access the curriculum.</li> </ul>
<p><b>How will both the school and parents know how a child is doing?</b></p> <p><b>How will the school support parents to help their child's learning?</b></p> <p><b>When will parents be able to discuss a child's progress?</b></p>	<ul style="list-style-type: none"> <li>• At pupil progress meetings children who are making less than expected progress despite accessing quality first teaching are identified. Leaders of learning and phase leaders decide what intervention groups will take place in the school and allocate children according to needs. Aims and outcomes are defined at the start and are monitored for impact.</li> <li>• Regular and robust monitoring of pupils progress takes place termly. Children requiring additional support are identified. Parents will be informed so that they may support their child at home.</li> <li>• Parents are invited to attend a consultation meeting once a term where individual progress and targets are discussed.</li> <li>• A written report goes out in the summer term.</li> <li>• Children with Education and Health Care Plans have an annual review meeting.</li> <li>• A home-school agreement will tell you what we expect from parents and pupils.</li> <li>• A termly Newsletter, specific to each year group, informs parents regarding upcoming topics and trips.</li> <li>• Curriculum workshops are held at least twice a year throughout the school.</li> <li>• Homework is set weekly by the class teacher for children throughout KS1 and 2. It is differentiated according to the needs and ability of the pupil.</li> <li>• Some children with special educational needs will be supported through specific targets within their pupil support plans (PSP's). This plan is shared with both parents and the pupil.</li> <li>• When agencies from outside school have been involved, they also provide suggestions and advice that can be followed up at home as well as in school.</li> <li>• Parents are welcome to make an appointment to see the class teacher or relevant members of staff at other times.</li> <li>• For informal discussions regarding pupils with Special Educational Needs, the SENDCo is available for telephone conversations and meetings to update and keep parents informed.</li> </ul>

	<ul style="list-style-type: none"> <li>• We work closely with parents and children to ensure that we take into account the child’s own views and aspirations and the parents’ experience of, and hopes for, their child. Parents are invited to be involved in the planning and reviewing of SEND provision for their child.</li> </ul>
<p><b>What support will there be for a child’s overall well-being?</b></p> <p><b>Pastoral, medical, social emotional in and out of school?</b></p>	<ul style="list-style-type: none"> <li>• At Hounslow Town Primary School all staff have responsibility for the welfare of the pupils.</li> <li>• Relevant staff are trained to support the medical needs of pupils including those with allergies.</li> <li>• Health Care Plans (HCP’s) are used where appropriate, for example when a child needs to be given medicine in school, you will need to speak with the office.</li> <li>• The school has six trained ELSAs (Emotional Literacy Support Assistants) and two play therapists who work with identified pupils, with parental consent.</li> <li>• Safeguarding and child protection procedures are in place. The named person is Mrs Maggie Faulkner.</li> <li>• Our behaviour policy is available on our school website and is followed by all staff.</li> <li>• All pupils are supported with their social and emotional development through the curriculum, assemblies and playtimes.</li> <li>• High Quality PSHCE teaching, the school’s commitment to the Healthy Schools Initiative and whole school health and well-being projects provide information and support to all pupils.</li> <li>• Pupil voice is central to our ethos and this is encouraged in a variety of ways such as our Rights Respecting School status, school council as well as sports councillors.</li> <li>• Interventions are in place to help some children with life skills, these include social skills, Drawing and Talking, individual mentoring sessions or a play therapist where appropriate.</li> <li>• The school’s Senior Leadership Team tracks and supports vulnerable families and individuals, referring individuals to outside agencies and directing parents to the counselling and support services that they may need.</li> <li>• Vulnerable pupils are identified by staff through pupil surveys and raised at SEND reviews.</li> <li>• Social skills groups support some identified pupils.</li> <li>• Attendance is monitored regularly by our Attendance Officer to ensure all children have good attendance and arrive punctually. Please speak to the school office if you would like more information about attendance.</li> <li>• We have a strong links for transition with our local feeder schools.</li> </ul>

<p><b>What specialist services and expertise are available or accessed by the school?</b></p>	<ul style="list-style-type: none"> <li>• Sometimes we need to consult an outside agency for their more specialist expertise due to less than expected progress being made despite evidence based support and interventions by the school. The agencies consulted include: <ul style="list-style-type: none"> <li>• The Early Help Hub</li> <li>• The SEND Specialist Support (SENSS) team (advisers for visual and hearing impairment and physical needs)</li> <li>• The Educational Psychology Service</li> <li>• CAMHS (Child and Adolescent Mental Health Service)</li> <li>• Social Services</li> <li>• Heart of Hounslow Health Centre (Paediatricians, Speech and Language Therapists and Occupational Therapists)</li> </ul> </li> <li>• We host a Domestic Violence Intervention Project (DVIP) counsellor one day a week.</li> <li>• We obtain parental permission before referring a pupil to an outside agency for support with their learning.</li> <li>• We share the outcomes of specialist support with parents and incorporate their advice into the Pupil Support Plans (PSP's) and everyday classroom practice.</li> <li>• We have two play therapists in school for two and a half a days a week.</li> <li>• All external agencies supporting within school are vetted in terms of safeguarding.</li> </ul>
<p><b>What training will the staff supporting children and young people with SEND have had or receive?</b></p>	<ul style="list-style-type: none"> <li>• All staff are trained in teaching pupils with special educational needs through whole staff training sessions.</li> <li>• Individual staff members have also undertaken additional specialist training in a range of areas, including speech and language, Occupational Therapy, Makaton, ELKLAN - Verbal ASD, ELKLAN 3-5 years, Zones of Regulation and TEACCH.</li> <li>• Staff regularly attend local and National conferences and network meetings to ensure they are aware of current initiatives.</li> <li>• Our Special Needs Co-ordinator (SENDCO) has completed the mandatory National SENDCO Award and is a qualified and experienced teacher.</li> </ul>
<p><b>How will children be included in activities outside the classroom, including school trips?</b></p>	<ul style="list-style-type: none"> <li>• Our outside learning activities and trips are accessible for all our pupils. If necessary, additional adults are arranged to support a pupil with special educational needs or a disability. This information is recorded on the risk assessments that are prepared for all trips.</li> </ul>

	<ul style="list-style-type: none"> <li>• Our SEND Policy promotes all pupils accessing the curriculum including activities outside of the classroom.</li> </ul>
<p><b>How accessible is the school environment?</b></p>	<ul style="list-style-type: none"> <li>• We are a very large new build primary school spread over three floors.</li> <li>• Being a new building we comply with the Disability Discrimination Act.</li> <li>• Pupils' specific learning needs are supported through the use of technology where appropriate.</li> <li>• There are four disabled parking spaces available, with access to the school office.</li> <li>• The school has a lift, wheelchair accessible doorways and same level access to the playground, three evacuation chairs, five disabled toilets and one wet room.</li> <li>• We value and respect diversity in our school and we build this in to our school's ethos.</li> <li>• All staff and Governors are responsible for the learning environment created, which we endeavour to keep tidy, clear and safe.</li> </ul>
<p><b>How will the school prepare and support a child to join the school.</b></p> <p><b>Transfer to a new school or the next stage of education or life?</b></p>	<ul style="list-style-type: none"> <li>• For pupils joining the school during the school year the Head teacher holds induction/ tours with EAL staff on a weekly basis. Parents are actively involved with this.</li> <li>• Pupils joining us in September in Early Years will be visited at home by their prospective class teacher or teaching assistant. The SENDCo will visit where appropriate.</li> <li>• Early Years pupils joining us in September will visit the School with their parent(s) prior to starting.</li> <li>• Depending on the needs of the individual pupil, the SENDCo will offer parents visits, observations, transition support and advice as appropriate.</li> <li>• Year six pupils meet a member of staff from their new secondary school during the summer term - secondary staff visit Year 6 classes to meet pupils and pupils also have the opportunity to visit their chosen secondary schools. Children with SEND are offered extra transition sessions. The school SENDCo meets the secondary school SENDCo's in the summer term.</li> <li>• We also plan in transition days to support pupils transitioning through the school.</li> <li>• Our curriculum also helps to support children in changes and moving on.</li> </ul>
<p><b>How are the school's resources allocated and matched to</b></p>	<ul style="list-style-type: none"> <li>• The leadership team and governors monitor our finances carefully through the Finance Committee and Full Governing Body.</li> <li>• Budgets are closely monitored and aligned to the School Development Plan.</li> </ul>

<p><b>children’s special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• We use our resources to support the aims of our school as well as individual learner needs. These resources will include procuring additional equipment and facilities to support children with SEND based on their individual needs.</li> <li>• Where a pupil needs substantial support, we apply to the local authority for additional funding to meet their needs. We may also request a statutory assessment where the local authority consider whether an Education Health and Care Plan is necessary.</li> <li>• We regularly measure the impact of our interventions against the cost to ensure we are getting value for money. The school’s provision map includes costings.</li> </ul>
<p><b>How is the decision made about the type and how much support a child will receive?</b></p>	<ul style="list-style-type: none"> <li>• Consideration of each pupil’s need is made on an individual basis.</li> <li>• Initial support is through specific strategies carried out by the class teachers to address individual targets in class.</li> <li>• Intervention groups are targeted and measure impact through entry and exit data. These targets and programmes of support may be recorded on a PSP.</li> <li>• Some pupils may need additional support throughout their time at Hounslow Town Primary School; other pupils may only need it for a short time.</li> <li>• Individual pupil need will dictate the frequency and level of intervention offered.</li> <li>• Often this will be driven by reports and advice received from outside professionals.</li> <li>• For some pupils, we may request that an application for Statutory Assessment be made to the Local Authority. This will be discussed through consultation between parents and school staff. Please ask if you would like more information about this process or information set out in the Local Authority Offer.</li> <li>• For pupils with Education and Health Care Plans EHCP’s, the type of support needed will be detailed on their plan. This is discussed at an annual review meeting with parents and professionals.</li> </ul>
<p><b>How are parents involved in the school, and how can they become involved?</b></p>	<ul style="list-style-type: none"> <li>• We have an open door policy and welcome and value parent volunteers in our school.</li> <li>• Parents contribute to the life of the school through regular classroom help and adult support for one off trips and activities.</li> <li>• School invites parents to curricular workshops, educational visits and assemblies to share their children’s learning.</li> <li>• Parents are involved in termly target setting meetings and reviews of progress and future needs.</li> <li>• We have an active Parents and Staff Association (PSA) who organise fundraising activities and events.</li> </ul>

	<ul style="list-style-type: none"> <li>• We regularly involve parents/carers in discussions about their child’s learning through parents’ evenings which take place termly.</li> <li>• We communicate with parents using a variety of means; these include regular newsletters and information as well as updates on our website.</li> <li>• Our Governing body includes parent representatives.</li> </ul>
<p><b>How does the school listen to pupils views?</b></p>	<ul style="list-style-type: none"> <li>• We have an active school council where pupils can share their views and ideas. Pupils are involved in policy development where appropriate (e.g. our anti-bullying policy) and contributed towards the development of our school Vision Statement.</li> <li>• Pupils’ views are taken into account when we plan our work. Our subject leader staff members consult with pupils (through school council) and pupil conferencing about their learning.</li> <li>• Pupils take part in regular surveys, for example about feeling safe in school.</li> <li>• Pupils participate in an annual survey regarding their attitudes to school.</li> <li>• An opportunity is provided to communicate views and opinions anonymously through school’s Comment Boxes.</li> <li>• Pupils have regular input regarding the development of our school e.g. evaluating and requesting extra-curricular clubs.</li> <li>• In annual reviews the child is asked to contribute and their views are taken seriously.</li> </ul>
<p><b>How do Governors monitor attainment and progress of SEND pupils ensuring their needs are met by the school?</b></p>	<ul style="list-style-type: none"> <li>• We have an appointed SEND Governor, who meets with the SENDCo to discuss the provision of support for pupils with special needs and the outcomes of the provision.</li> <li>• The Leadership team present information about pupil progress to Governors on a regular basis, including that of pupils with special needs.</li> <li>• Governors visit the school regularly to participate in Learning Walks, lesson observations and to review pupil progress data.</li> </ul>
<p><b>Who can parents contact for further information, or raise concerns?</b></p>	<ul style="list-style-type: none"> <li>• If you want more information or have concerns please see your child’s class teacher in the first instance</li> <li>• If appropriate the class teacher will direct concerns to the school SENDCo.</li> <li>• SEND IASS is a free, independent and confidential service that supports parents of children with special needs. You can contact them at Hounslow House 0208 583 2607 or alternatively email <a href="mailto:SENDIASS@hounslow.gov.uk">SENDIASS@hounslow.gov.uk</a></li> </ul>

	<ul style="list-style-type: none"> <li>• The school has a complaints procedure <a href="http://www.hounslowtownprimary.co.uk">www.hounslowtownprimary.co.uk</a> which parents can access to make formal complaints.</li> <li>• <b>Concerns about statutory assessments of special educational needs should be raised direct with local authorities.</b></li> </ul>
<p><b>How do pupils gain admission to specialist units/provision on the school site?</b></p>	<ul style="list-style-type: none"> <li>• Parents of pupils with Moderate Learning Difficulties are welcome to come and look around the Centre. Please contact the office to arrange an appointment with the SENDCo.</li> <li>• Following recommendation from the local authority, paperwork for potential pupils is reviewed by the SENDCo.</li> <li>• If paperwork is deemed appropriate the potential pupil is discussed with relevant staff and observed in their current educational provision to ensure that our centre is an appropriate setting to meet their educational need.</li> <li>• Entry to the MLD Centre is decided by the SEN panel in Hounslow, not the school itself.</li> <li>• All pupils require an Education Health and Care Plan (EHCP) and for their primary need to be Moderate Learning difficulties (MLD).</li> <li>• Applications to the school are made via Hounslow’s School Admissions Team who can be reached on 020 8583 272, by email <a href="mailto:admissions@hounslow.gov.uk">admissions@hounslow.gov.uk</a> or by visiting Admissions at Hounslow House, 7 Bath Road TW3 3EB. If your child has an EHCP, the admissions team will send the application to the SEN section.</li> </ul>