



## SEND INFORMATION REPORT: SCHOOL OFFER

Review Frequency: Annual

Next Review: Autumn 2025

Agreed by Local Governing Committee: Autumn 2024

All schools must publish a Special Educational Needs and Disabilities (SEND) Information Report and a school offer at least annually, which must set out the arrangements for identifying, assessing and making provision for pupils with SEND and for the admission of disabled pupils. The School Offer forms part of the wider Local Authority Offer.

Below is the link to Richmond Council's Local Offer where it provides information to parents and young people about Special Educational Needs and Disability:  
<https://afclocaloffer.org.uk>

At St Mary's Hampton CE Primary School, although there is no requirement to have a separate SEND Policy, we have decided to have one and this can be viewed on our school website.

The following questions and answers below, outlines the support and provision pupils with SEND can expect at St Mary's Hampton CE Primary School.

**WHO ARE THE BEST PEOPLE TO TALK TO IN THIS SCHOOL ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING AND SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)?**

- Please talk to your child's class teacher in the first instance about any concerns. You know your child best so any concerns you have will be taken seriously.
- The school's SENCO, Monika Das-Mahon, can be contacted on: 020 8979 5102 or [inclusion@stmaryshampton.school.org.uk](mailto:inclusion@stmaryshampton.school.org.uk)
- You can also discuss your concerns with our Co-Headteachers, Mrs Lizzie Wayland and Mrs Victoria Woodier.

**WHAT TYPES OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES ARE PROVIDED FOR AT ST MARY'S HAMPTON CE PRIMARY SCHOOL?**

At St Mary's Hampton CE Primary School, we provide support for children across the four broad areas of need as laid out in the SEND Code of Practice 2014 including:

- Communication and Interaction, including Social Communication difficulties such as autism
- Cognition and Learning, including Specific Learning Difficulties e.g. dyslexia
- Social Emotional and Mental Health
- Sensory and Physical Difficulties

**HOW ARE CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IDENTIFIED AND HOW IS EXTRA SUPPORT ALLOCATED TO DIFFERENT CHILDREN?**

- The class teacher or support staff may raise concerns with the SENCO.
- The SENCO will carry out observations, assessments and meet with parents/carers as well as the class teacher.
- The children's progress is continually monitored and support is put in place at a classroom level when the children require it.
- Children requiring additional support will be on the SEND register at SEN Support.
- We will regularly communicate with you about your child's needs and this will be recorded on their provision map and personal support plan.
- If your child cannot be supported within our current provision or current interventions are not working, then a request will be submitted for an Education Health Care Plan (EHC Plan) following consultation with parents and will involve input from a range of other relevant professionals.
- The Headteacher decides on the budget for SEND in consultation with the governors based on needs in the school.

### **HOW DO WE ADAPT OUR APPROACH TO TEACH PUPILS WITH SEND?**

- The class teacher will differentiate their planning to meet the needs of all the children within the class.
- The class teachers use many visual supports and a kinesthetic approach to learning to accommodate children with sensory difficulties.
- Small group support and resources will be allocated to ensure the children succeed in the lesson.
- The trained support staff are skilled to break down activities into smaller steps as needed.
- The class teacher will liaise with the SENCO to ensure that all recommendations and strategies recommended are put into place.

### **HOW WILL WE MEASURE THE PROGRESS OF YOUR CHILD IN SCHOOL?**

- The children's progress is monitored termly through pupil progress meetings and it is benchmarked each term in reading, writing and maths.
- At the end of Reception, the children are assessed against the Early Learning Goals; this is recorded as emerging or expected.
- In Reception, Year 1 and Year 2 the children's phonic knowledge is regularly monitored. At the end of Year 1, all children take part in a phonics screening of real and nonsense words.
- At the end of Year 4, children take part in a Multiplication Tables Check. The government requires all schools to do this and the results are published to parents.
- At the end of each Key Stage 2 (i.e. at the end of Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Children with EHC Plans are reviewed annually with parents, staff and other professionals working with the child.

### **HOW WILL WE GATHER THE VIEWS OF CHILDREN WITH SEND AND INVOLVE THEM IN THEIR EDUCATION?**

- All children throughout each term are invited to meet with their teacher to discuss what learning they have enjoyed and what they would like to learn next.
- When writing an EHC plan all children's views are gathered.
- All children with an EHC plan are invited to contribute to their annual review either in person or through an evaluation.
- Children's views are gathered through a questionnaire.
- Children are involved in a personal target setting process and contribute to their pupil passports.

### **HOW DO WE CONSULT PARENTS OF PUPILS WITH SEND AND INVOLVE THEM IN THEIR CHILD'S EDUCATION?**

- There is a pupil-parent-learning meeting every term to discuss progress or concerns.
- Parents contribute to the EHCP annual reviews in written format and through their attendance at the meetings.
- An overview of the curriculum is on the website and weekly updates are shared in the newsletter, with ideas of how parents might help their child to engage.
- Knowledge organisers for each subject are sent home to parents so that they can help to pre-teach or consolidate key learning in each subject.
- Targets and pupil passports are shared with parents.

### **HOW DOES ST MARY'S HAMPTON CE PRIMARY SCHOOL EVALUATE THE EFFECTIVENESS OF ITS PROVISION FOR CHILDREN WITH SEND?**

- The leadership team and class teacher look carefully at the progress each child with SEND is making each term, to ensure they are making the expected progress and actions are agreed.
- The leadership team writes a self-evaluation form, which includes the provision for children with SEND.
- The SENCO produces a SEND action plan which is reviewed termly.
- Learning walks, book scrutiny and talking to the children takes place about their learning.
- The Head teacher reports on all aspects of the school to the governors and identified governors for SEND.

### **HOW ARE CHILDREN SUPPORTED WHEN MOVING BETWEEN PHASES OF EDUCATION?**

- Home visits are carried out in September for our new Reception children and a visit to preschool settings is made. Where SEND has already been identified, the Reception teacher and SENCO visits the settings, if possible.
- A transition meeting is arranged with the parents/carers, the SENCO and class teacher before the pupil starts. Either before the transition or if not possible soon after, the SENCO will seek to discuss needs with any professionals involved with the child.
- All new children are given the opportunity to visit the school prior to starting. For children with SEND we encourage further visits to assist with the new surroundings.
- If pupils join us in other year groups, we will phone the SENCO at their previous school for a hand-over of information and meet with parents to find out how we can support their child.
- When 'moving up' to another year group in school an information sharing meeting takes place with the new teacher. Each class spends a morning with their new teacher at the end of the summer term.
- If your child moves to another school, the SENCO will contact the school's SENCO and share information.

**WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL-BEING AT ST MARY'S HAMPTON CE PRIMARY SCHOOL?**

- We are an inclusive school that holds a child's emotional and spiritual development as a priority. Our class teachers have overall responsibility for the pastoral and social care of all children in their class and work hard to support them in the PSHCE lessons.
- We have a qualified ELSA (Emotional Literacy Support Assistant) member of staff and a pupil mentor who support pupils who are struggling with their emotions, social skills, and self-esteem.
- A teaching assistant runs social skills sessions for identified children.
- Additional staff working with our vulnerable children requiring support during the day will work under the direction of the SENCO.
- Pupils may need additional plans and extra resources to help them with managing medical conditions; we work closely with the school nurse and other health professionals to make this support effective.
- We will always make reasonable adjustments to ensure that all our pupils can attend as much schooling as possible and stay safe.

**HOW ARE SCHOOL TRIPS AND ACTIVITIES OUTSIDE THE CLASSROOM ORGANISED? HOW DOES THE SCHOOL ENSURE THAT PUPILS WITH SEND ARE INCLUDED?**

- At St Mary's Hampton CE Primary School, all clubs, trips and activities offered to pupils are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.
- If a personal risk assessment is needed for a pupil to access in-school or offsite activities then this will be shared with parents/carers for feedback.
- If a pupil has an additional need that needs to be carefully supported on a school trip the teacher will meet with parents beforehand to talk through how to best support and what extra arrangements may be needed.

**WHAT SUPPORT DO WE HAVE FOR YOU AS A PARENT?**

- Weekly school newsletters
- School website
- Twitter
- Parent information board
- Termly pupil parent learning meetings
- PTFA
- The class teacher will happily arrange additional meetings with you to discuss your child's progress.
- You will have the opportunity to meet with other professionals working with your child.
- Annual review meetings for children with an EHC Plan.

#### **WHAT TRAINING DO STAFF AT ST MARYS HAMPTON CE PRIMARY SCHOOL HAVE?**

- At St Mary's Hampton CE Primary School, we believe that your child's learning needs will first be met through quality first teaching delivered by his/her class teacher.
- We have a training plan in place for all staff to support the teaching for children with SEND. This includes whole school training on SEND issues such as ASD and speech and language difficulties.
- Staff work closely with the Speech and Language Therapist, Occupational Therapist and the school's Educational Psychologist.
- We also work closely with a range of professionals from the Visually Impaired team.

#### **WHAT SUPPORT SERVICES ARE AVAILABLE FOR PARENTS OF PUPILS WITH SEND?**

The Richmond-Kingston SEND Information, Advice and Support Service, managed by Polaris children's services, provides free, impartial, confidential advice and support on SEN-related issues to parents/carers and young people from the age of 16 -25. They can be contacted on [0808 164 5527](tel:08081645527); email [info@RKsendiass.co.uk](mailto:info@RKsendiass.co.uk) website <https://www.rksendiass.co.uk/>

#### **HOW DO WE HANDLE COMPLAINTS FROM PARENTS OF CHILDREN WITH SEND ABOUT PROVISION MADE AT ST MARY'S HAMPTON CE PRIMARY SCHOOL?**

- Through our 'open door' policy, there is an opportunity for all parents to raise concerns about their child's provision at any time through contact with either: the class teacher, SENCO or the Head teacher. Parents are also able to contact a governor. If a concern is more formal then the parent would be directed to the school's complaints procedure, which is found on the school's website. At St Mary's Hampton CE Primary, we hope that through early intervention any complaints would be resolved without the need for this stage.