

Hurst Park Primary School

Questions

School Response

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| 1 | <p>How does Hurst Park School know if children need extra help and what should I do if I think my child may have special educational needs?</p> | <ul style="list-style-type: none"> • The progress and attainment of all pupils at Hurst Park is monitored termly by class teachers and the senior leadership team through use of Target Tracker software and Pupil Progress meetings. When a child is not making expected progress in a particular area the school can swiftly identify the need for additional support. This will then be discussed with parents/ carers and if appropriate the pupil concerned. • If parents/ carers have concerns about the progress or attainment of their child they should contact their child's class teacher and/ or our school Inclusion Leader. • Children requiring additional support are added to their classes Intervention Plan which identifies the desired outcomes for those children and how those outcomes are to be achieved. This support is then mapped on our Provision Map across the whole school to ensure the effectiveness of the additional support is closely monitored. This is also a termly process. • Hurst Park School will share details of additional support with parents at the time of identification and again through parent/ teacher consultation and report time (termly). However, parents/ carers are welcome to contact their child's class teacher or the school Inclusion Leader for clarification whenever necessary. |
| 2 | <p>How will Hurst Park staff support my child?</p> | <ul style="list-style-type: none"> • Our school Inclusion Leader oversees the planning, implementation and monitoring of additional support for those children requiring it at Hurst Park. This is always in close collaboration with the parents/ carers of the child identified, their class teacher and, if appropriate, outside professionals such as speech and language therapists, occupational therapists or counsellors. • The severity and nature of the need identified and the intervention recommended to support that need dictate whether the intervention is carried out in small groups, individually, as part of whole class practice or by a specific member of staff and the frequency with which it should take place, these arrangements are reviewed termly. |

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| | | <ul style="list-style-type: none"> • Our Governor responsible for Special Educational Needs and Inclusion can also be contacted by parents or carers in relation to the implementation of the school's Inclusion Policy. The Inclusion Policy covers Hurst Park School's procedures for supporting children with Additional Learning Needs including Special Educational Needs. Please see the answer to question 14 for contact details. |
| 3 | <p>How will the curriculum be matched to my child's needs?</p> | <ul style="list-style-type: none"> • All teachers have an Inclusion Folder for their class saved on the school's shared drive. This contains information (most recent class Intervention Plan, outside professional reports etc.) about any child in their class who may have been identified as having Additional Learning Needs. This folder stays with the class as they transition from year to year giving each teacher access to information regarding reasonable adjustments that can be made to facilitate each child's access to the curriculum. • Teachers also have handover meetings prior to a class moving up a year to share information on their current cohort with the teacher of the next year group. • These tools and termly progress reviews give teachers the information they need to plan the learning within our curriculum to ensure that all pupils are able to make progress. |
| 4 | <p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p> | <ul style="list-style-type: none"> • As detailed in the response to question 1 we are happy for parents/ carers to arrange to meet with teachers and or the Inclusion Leader as they feel necessary. This is in addition to the sharing of Intervention Plan arrangements at the autumn and spring parent/ teacher consultation and with reports in the summer term. • How your child is progressing will be discussed at parent/ teacher consultations and national expectations will be used to give context to that information. • The information shared between home and school should serve to guide parents in how to support the work of the school in enhancing your child's learning opportunities and equally this flow of information helps to inform school in how best to support your child. • In some instances outside professionals for example; specialist teachers, speech and language therapists, occupational therapists, may provide more specific recommendations of how to support a child. The implementation of these recommendations will be discussed at the meetings outlined above and a plan put in place for the child where the input of all around them will be considered, including that of the child themselves, through the use of tools such as a 'One Page Profile'. This is a document created by a child detailing important information about them and what might help them learn best. • Hurst Park has run training sessions on various areas of specific interest to our parents e.g. Anxiety Support for children, Mindfulness for children, how to build resilience in your child. These training opportunities will continue. |

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| | | <ul style="list-style-type: none"> • If parents have a private assessment of their child's needs carried out, for whatever need, Hurst Park School would ask parents to share the contents of that report with school so that we can do our best to meet your child's needs within the resources we have available. |
| 5 | What support will there be for my child's overall well-being? | <ul style="list-style-type: none"> • Hurst Park School has a very strong, caring ethos focussed on developing the whole child. • This is firmly underpinned by our School Vision; 'Inspiring a community of successful learners' and our School Values; Respect, Resilience and Positivity. Our vision and values are firmly embedded around the school, not just on display but as the focus of assemblies on a regular basis, rewards given regularly when specific examples are noticed by staff or brought to our attention and in our community involvement and positive feedback received when our pupils represent the school at events or on school trips. • Each class has weekly Personal, Social, Health and Emotional Well-being curriculum time and the focus of these may be altered to respond to specific needs as and when required i.e. anti-bullying, bereavement issues etc. • Hurst Park School has a Home School Link Worker that families can be referred to. This service helps families access further support that may benefit them, can be someone for family members to speak to and runs parenting courses locally as well. Parents are asked to contact the Inclusion Leader if they would like their child to access this service. • Hurst Park use 'One Page Pupil Profiles' to detail important information about individual children and what might help them learn best. • Children's up to date medical information is shared amongst teaching and support staff via medical care plans administered by our medical needs assistant. The office holds the relevant medicines. Our medical policy is detailed in our school brochure, available on our website. Where appropriate specific training has been given and updated by our school nurse or relevant professional e.g. epipen administration or diabetic glucose level testing. • We have a number of First Aid trained staff including those with specific training in paediatric, sport and defibrillator first aid. • Hurst Park has an Anti-Bullying Policy which is published on our website and annually reviewed. This review takes into account the views and feedback from the children (via School Council), parents, staff and governors and adjustments made where appropriate. |
| 6 | What specialist services and expertise are available at or accessed by Hurst Park School? | <ul style="list-style-type: none"> • In addition to the services detailed in question 5 Hurst Park also accesses advice from Behaviour Support, Learning and Language Support and Physical and Sensory Support Specialist Teachers as well as the Educational Psychology Service. We seek advice from the Linden Bridge ASD Outreach Service when specifically needing advice in relation to children on the Autistic Spectrum or who have Asperger's Syndrome. We also work closely |

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| | | with our colleagues in the Health Service who advise on Speech and Language Therapy, Occupational Therapy, Physiotherapy and the Children's and Adolescents Mental Health Service as well as Social Services. |
| 7 | What training are the staff supporting children and young people with SEND had or are having? | <ul style="list-style-type: none"> • All staff participate in regular, curriculum focussed, training throughout the year at Hurst Park. • We have members of staff who have participated in more specific training related to the support of those children they are working most closely with; Early Bird Plus for ASD support, ELKLAN for Speech and Language support, ELSA for Emotional Literacy Support, Diabetic support, Bereavement support etc. • We would encourage parents who feel staff may need specific training to contact the Inclusion Leader to discuss their child's needs further. |
| 8 | How will my child be included in activities outside the classroom including school trips? | <ul style="list-style-type: none"> • Hurst Park School are committed to facilitating the inclusion of all children within our school community to all activities offered to that community within the resources we have available. • As previously mentioned medical information is shared amongst staff via their medical care plan. • Any child requiring particular care and consideration, whatever their need, will be addressed on a case by case basis. For example, if a child has a designated member of staff who works with them we will do our best to ensure that member of staff could accompany them on a school trip. • These arrangements will be specific to the child and the type of activity planned and parents/ carers are asked to contact their child's class teacher or the school Inclusion Leader to ensure clarity, consistency and to minimise anxiety. |
| 9 | How accessible is the Hurst Park School environment? | <ul style="list-style-type: none"> • Hurst Park School is fully wheelchair accessible. |
| 10 | How will Hurst Park School prepare and support my child to transfer to a new setting/ school/ college or the next stage of education? | <ul style="list-style-type: none"> • Hurst Park use 'One Page Pupil Profiles', a document created by children at Hurst Park, detailing important information about themselves and what might help them learn best. These documents will provide your child's perspective on themselves, their strengths and weaknesses and will be regularly reviewed and shared with teaching and support staff. Particularly valuable at transition times. • During year 6 the focus for the children's personal development is very much on increasing their opportunities for independence and, particularly during the summer term, upon transition to secondary school. We have close links to the secondary schools local to us |

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| | | <p>and the children participate in activities related to transition and change in preparation for moving school.</p> <ul style="list-style-type: none"> • SEND children or those considered vulnerable during the move to secondary school will have extra consideration at this time. Information from the child's, parent's and school's perspectives will be shared with the new setting along with more formal paperwork detailing the child's needs if available. There is also the possibility for the child to attend specific workshops at the new school. These are designed to introduce the children to the new environment and some of their perspective peers before transitioning. |
| 11 | <p>How are Hurst Park School's resources allocated and matched to children's special educational needs?</p> | <ul style="list-style-type: none"> • The SEN budget is allocated according to level of need and the recommended intervention to support that level of need. We consider a child's ability to be as independent in their learning as possible to be of utmost importance. It is our intention to work closely with all those involved with the child to ensure they make at least good progress whilst at Hurst Park School. • If necessary Hurst Park School will gather evidence with the support of a child's parents, those working closely with the child, the child themselves and any outside professional's advice and recommendations and ask Surrey County Council to further assess that child's special needs. This is a collaborative process in order to request extra resource be provided by Surrey to assist a child's access to the curriculum and should result in that child being issued with an Education, Health and Care Plan (EHCP) specific to their need. This plan should detail how the extra resource will be used to support that child's development across the areas of need and the responsibilities of those involved with the child including parents and the child themselves in order for them to reach the hoped for outcomes for that child. • Some SEN children also meet criteria for school to access Pupil Premium Funding. Therefore in some cases it is appropriate for that funding to be used to support the needs of those children. |
| 12 | <p>How is the decision made about what type and how much support my child will receive?</p> | <ul style="list-style-type: none"> • As above, this decision is made on a needs basis and in some cases it may be necessary to request more resource than the school can provide, Education, Health and Care Plan (EHCP). • In the first instance the children are assessed by their class teacher and their progress carefully monitored. Formal progress assessments are made termly. Parents and class teachers can discuss concerns at any time however and the school Inclusion Leader is happy to meet with parents and class teachers whenever requested to discuss specific concerns. |

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| | | <ul style="list-style-type: none"> • As detailed in previous answers, meetings would then take place between parents/ carers and school and a plan put in place to support the child's learning. This plan would be appropriate to their specific need and reviewed termly to measure the impact and ensure the child is on track. • An EHCP request would be considered necessary for a child if their attainment or progress could only be improved and supported with the implementation of resources over a cost threshold to the school of £10,000. Please see the 'Allocation of Resources' section of our Inclusion Policy for further information. |
| 13 | <p>How are parents involved in Hurst Park School? How can I be involved?</p> | <ul style="list-style-type: none"> • In terms of decision making regarding your child if they require Additional Support parents/ carers will be involved at all stages and are encouraged to share information and request and attend meetings whenever they feel necessary. The class teacher and school Inclusion Leader are the main point of contact in this instance. • Hurst Park gratefully receives offers of help from parents! We have parent helpers who come in on a weekly basis to hear readers and parent helpers who come to school on a more ad-hoc basis to help with certain class projects. • Hurst Park School PTA is always happy to receive new members at their monthly meetings and is invaluable in raising funds and in support of our school. |
| 14 | <p>Who can I contact for further information?</p> | <ul style="list-style-type: none"> • If your child is at Hurst Park School already and you have a concern about their progress or attainment or just have questions then please, in the first instance, request a meeting with their class teacher. • The school Inclusion Leader is also happy to meet with parents and discuss any issues or concerns. Her contact details are; Judith Jenkins SENCO/ Inclusion Leader 020 8979 1709 inclusion@hurst-park.surrey.sch.uk • If you are a parent whose child may have Additional Needs and you are considering applying for a place at Hurst Park School please contact the school Inclusion Leader for further information. • If you are unhappy with any part of the process or would like to speak to someone with a more impartial perspective on the Inclusion offer at Hurst Park then the governor responsible for SEN and Inclusion is; Emma Borland who can be contacted through the school office or via email; eborland@hurst-park.surrey.sch.uk. |

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| | | <ul style="list-style-type: none">• Alternatively, please contact our head teacher; Kim Divey 020 8979 1709 head@hurst-park.surrey.sch.uk• Surrey SEND Information, Advice and Support Service (SSIASS) provide impartial and independent information, advice and support to parents of children with special educational needs and disability (SEND). They can be contacted at; Third floor, Consort House 5 – 7 Queensway Redhill Surrey RH1 1YB Helpline: 01737 737300 Admin: 01737 737301 Email: ssiass@surreycc.gov.uk Website: www.sendadvicesurrey.org.uk |
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