

Hounslow Heath Infant and Nursery school

School local offer

At Hounslow Heath Infant and Nursery School we believe that all children are valued equally and are entitled to a high quality early education, with access to a broad, balanced and relevant curriculum that is differentiated to meet individual learning styles. A curriculum that recognises personal strengths and needs and prepares children to be independent learners.

We offer the following range of provision to support children with special educational needs and disabilities.

	Questions	School response	
1	<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 educational needs?</p>	<p>At Hounslow Heath Infant school we rigorously track the progress of all children. If a child does not make progress over time we investigate the reasons and consider what interventions are necessary.</p> <p>Children may have special educational needs (SEN) either throughout, or identified at any time during their school career.</p> <p>In our school the Special Educational Needs Co-ordinator (SENCo) identifies children with SEN in collaboration with colleagues and parents.</p> <p>Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.</p> <p>The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices.</p> <p>The SENCo works closely with parents and teachers to plan an appropriate programme of intervention and support.</p> <p>Parents have daily contact with teachers and are welcome to make appointments to discuss any concerns they may have. There are parents evenings twice a year and a written report annually</p> <p>New children coming in to the school may have been identified at pre-school settings or by health agencies. The SENCo liaises with all appropriate agencies for a smooth and successful transition into school.</p>	

<p>2</p>	<p>How will school staff support a child?</p> <p>Who will oversee, plan work with children and parents?</p> <p>How often will this happen?</p> <p>Who will explain to parents what is happening for the child?</p> <p>How will the school staff support my child?</p>	<p>The SENCo co-ordinates the provision mapping and evaluates the effectiveness of interventions, monitors children’s progress and supports and advises colleagues.</p> <p>The SENCo co-ordinates training to enskill teaching assistants, contributes to and manages the records of all children with special educational needs; The SENCo liaises and works with external agencies and other support agencies; monitors and evaluates the special educational needs provision and reports to the governing body through the Special Needs governor.</p> <p>Termly IEPs and half termly tracking of progress</p> <p>The class teacher is the first point of contact for parents. Parents can arrange to meet with the SENCo if they have concerns</p> <p>Quality first teaching for all children Makaton signing and visual timetables to support communication where appropriate. Strategies to enhance self esteem and address challenging behaviours in accordance with the school behaviour policy. Some children may also be identified as needing additional interventions. Children identified by a teacher and the SENCo as needing additional support will receive targeted interventions and support, such as:</p> <ul style="list-style-type: none"> Phonic group PAT group Additional reading Speech & Language Numbers counts 1st class @ number Numeracy group Social skills Fine motor skills Writing booster group Reading booster group ICT booster group 1-1 with specialist teacher for learning/behaviour 	
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3	<p>How will the curriculum be matched to a child's needs? What is the school's approach to differentiation?</p>	<p>All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.</p> <p>The Earth Curriculum provides effective learning opportunities for all children. It is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.</p> <p>Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; the Earth curriculum offers real and relevant learning experiences. Activities are differentiated appropriately. Continuous assessment informs the next stage of learning.</p> <p>Year 2 children are taught in ability groups across the year group for English and maths.</p> <p>Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an IEP.</p>	
4	<p>How will both the school and parent know how a child is doing? How will the school support parents to support Their child's learning?</p>	<p>Children's progress is continually monitored by class teachers through assessments, observations and tracking.</p> <p>Children's progress levels are tracked to ensure they are making expected or above expected levels of progress in line with the National Curriculum.</p> <p>We want parents to be confident that the needs of their children are being met and that they are being given opportunities to succeed. The school</p>	

	<p>When will parents be able to discuss their child's progress?</p>	<p>prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The named governor for special needs is also our school parent Support Advisor and is always willing to talk to parents and give advice.</p> <p>At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.</p> <p>We are introducing a home learning policy and will have an after school event to introduce this to parents</p> <p>We have regular meetings to share the progress of children with their parents, these may be parents evenings or individual meetings with school staff or outside agencies if appropriate. We share the process of decision-making by providing clear information relating to the education of children with special educational needs. Parental permission is always obtained before outside agencies assess a child.</p> <p>The SENCO monitors the movement of children within the SEN system in school.</p> <p>The SENCO monitors the impact of IEPs and supports teachers in setting relevant and achievable targets likely to result in positive outcomes for the children.</p> <p>The SENCO keeps the headteacher and named governor fully informed about all areas of SEN within the school.</p>	
5	<p>What support will there be for a child's overall wellbeing?</p> <p>Pastoral, medical, social emotional in and out of school?</p>	<p>Through assemblies and circle time sessions in class we develop relationships, confidence and self awareness.</p> <p>We have two Medical welfare officers, Ms Archbold in the Foundation stage and Mrs Baines in KS1. They are available throughout the day to provide medical and pastoral support to the children. They meet and greet parents at the beginning and end of the day.</p> <p>They also ensure that records of children with medical needs are regularly updated. Parents are required to complete Medical Care Plans if their child has</p>	

		<p>a medical need and if appropriate the school will also liaise with the School Nurse to complete Care Plans.</p> <p>Mrs. Ryan is our Parent support officer who supports families in a variety of ways – parent literacy and numeracy classes, liaising with support agencies....</p> <p>We have a safeguarding board to inform staff of children with specific needs in order for all staff to be aware during playtimes.</p> <p>Social skills groups for identified children</p> <p>Social profiles updated by class teachers track the development of all children’s social and emotional well-being throughout their time in the school. These records are monitored termly by the Deputy Headteachers.</p> <p>We liaise with a number of agencies such as Hounslow Early Help Service, Social Care and the Education Welfare Officer</p>	
6	What specialist services and expertise are available at or accessed by the school?	<p>For the majority of children at Hounslow heath Infants, the school will be able to meet all their special educational needs. Some children will require additional help from agencies outside of the school such as the Local Authority’s early Intervention Teams, including learning support, behaviour support, sensory support and the Educational Psychologist.</p> <p>A very small minority of children will have SEN of a complexity that requires the LA to make assessments for specific special educational provision.</p> <p>The school has a Centre for children with Physical Disabilities and medical conditions and a Centre for children with Moderate Learning difficulties.</p>	
7	What training will the staff supporting children and young people with SEND had or receive?	<p>Mrs Stack, the SENCo has a post graduate diploma in SEN</p> <p>Mrs Turner, the numeracy leader is a qualified numbers counts teacher</p> <p>Miss Stack has completed an MA in SEN.</p> <p>We have a large number of teaching assistants who support learning in our school.</p> <p>They have a range of qualifications including NVQ level 1, 2 &3, NNEB, HLTA and degree level qualifications.</p> <p>Teaching assistants are trained to run a variety of interventions:</p> <p>Phonological awareness training</p> <p>Numbers counts,</p> <p>social skills groups</p> <p>speech and language groups</p> <p>A large number of staff are trained in Makaton and cued articulation signing.</p>	

		Each year training is arranged by the Headteacher or SENCo to support teachers in planning for children with SEN and to support children in all areas of school life.	
8	How will children be included in activities outside the classroom including school trips?	We are an inclusive school and children are fully integrated into school life, both inside and outside of the classroom. Trips are carefully selected to ensure all children are able to access the facilities. Risk assessments are carried out beforehand and a parent helper meeting is held prior to the trip to ensure that all adults are aware of the plan for the day and any individual needs. Outside areas are fully accessible and children are supported to use the environment safely while still allowing them the opportunity for risk and challenge.	
9	How accessible is the school environment?	All spaces both inside and out are wheelchair accessible. There are disabled toilets available within the school.	
10	How will the school prepare and support a Child to join the school? Transfer to a new setting or school?	We have an induction programme for nursery and reception pupils to welcome and settle them to their new class, to meet their peers and teachers. They have a staggered intake in nursery and part-time settling period in reception. • We have parent meetings in school and like to visit pupils in their home before they begin in our nursery or reception classes. Year 2 pupils visit Hounslow Heath Junior School for events during the summer term. Staff meet with teachers from the Junior School to pass on records and information about pupils as part of our transition programme.	
11	How are the school's resources allocated and matched to children's special educational needs?	The SENCO advises on the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs. The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.	
12	How is the decision made about the type and how much support a child will receive?	All staff provide quality first teaching for pupils. Teachers regularly assess pupils and track progress. If quality first teaching has not enabled the pupil to make sufficient progress they will be	

		<p>identified through tracking and assessment by the classteachers and Assistant head for Data and Progress.</p> <p>Identified pupils are discussed with the SENCo and appropriate interventions are put into place.</p> <p>Where appropriate and with parental consent, outside agencies are contacted.</p> <p>All interventions are monitored for impact.</p> <p>The SENCo oversees all additional support and regularly shares updates with the SLT</p>	
13	<p>How are parents involved in the school and how can they become involved?</p>	<p>We endeavour to build relationships with our parents to support pupils' learning and needs</p> <p>Parent consultations are held twice a year to discuss children's progress and next steps in learning.</p> <p>Parent Questionnaires</p> <p>Newsletters – To inform parents of learning and events happening within the school.</p> <p>Website – To inform parents about our school, policies, curriculum and Governing body.</p> <p>School Facebook page</p> <p>Volunteers – Parents and carers who have DBS (Disclosure and Barring Service) clearance for the school, are invited to support children in the classroom.</p> <p>Parents and teachers have regular contact at the start and end of the school day or by appointment.</p>	
14	<p>Who can parents contact for further information or to raise concerns?</p>	<p>Parents are encouraged to talk to their child's class teacher initially, then if still concerned, see Mrs Stack, the SENCo</p> <p>If the matter is urgent, please see the office for an appointment with the Head or a Deputy as soon as possible. The office staff and a senior member of staff will do all they can to ensure parents are seen as soon as possible.</p>	
15	<p>How does the school listen to pupils views?</p>	<p>Our school ethos is for staff to talk regularly to children and to act on their concerns.</p> <p>Pupil questionnaires give us a valuable insight into the views of our children</p>	
16	<p>How do governors monitor attainment and progress of SEN pupils and ensure their needs are met by the school?</p>	<p>The governing body has a duty to do its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these</p>	

		<p>children.</p> <p>The governing body has a monitoring role. A named governor, Mrs. Marion Ryan, takes particular interest in and closely monitors the impact of resources provided for pupils with S.E.N.</p> <p>The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.</p>	
17	What are the admission arrangements for children with SEND	<p>All children are admitted in accordance with Local Authority procedures.</p> <p>Children with a statement of SEN or EHC Plan are admitted via the Local Authority SEN panel.</p>	
18	How do children gain access to specialist centres on the site?	<p>We have two Centres in our school:</p> <p>The Centre for children with physical disabilities and medical conditions</p> <p>The centre is for nursery and infant children with a major physical disability affecting their mobility/co-ordination, and sometimes their more general learning and spatial abilities, such that they require special support and facilities. Medical support includes physiotherapy, speech therapy and specialist equipment, including learning aids, IT etc. but there is no nurse on site and no occupational therapy attachment to the centre. Children and young people should be of MLD ability or above, and be able to benefit from inclusion in a mainstream setting. All children and young people should be placed on an assessment basis or have a statement of SEN. They should be able to learn effectively in a mainstream class or small group, with support.</p> <p>Criteria for Admission</p> <ul style="list-style-type: none"> ● Primary need is support for physical disability e.g. mobility/co-ordination. ● Children may have additional difficulties e.g. with communication. ● Ability range should be MLD and above and should include children who would benefit from inclusion in an infant school, with ongoing monitoring. ● Physiotherapy and/or other specialised input (such as advice from the incontinence officer) is indicated, and which is not available in other provision ● A need for regular medical liaison and supervision, not including on site 	

nursing.

- Possible need for specialised Information Technology resources and training.
- A need for equipment or other facilities, e.g. a physiotherapy room, which are not usually available in mainstream schools.

Exit Criteria

- The child no longer needs the specialist provision offered by the Centre

The Centre for Moderate learning difficulties

The Centre caters for children between 4-7 years in the Moderate learning difficulty range. Children will have attainments well below expected levels in all or most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum.

Criteria for admission:

- Primary need is MLD.
- Children will be between 4-7 years with an ability in the moderate learning difficulty range. There will be clear evidence of a need for a full time specialist setting, including advice/support from an Educational Psychologist and the therapy services.
- Children will display significant delay in reaching developmental milestones and may have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. Children may have low levels of concentration and under-developed social emotional and personal skills.
- Children may also have associated speech and language delay requiring direct speech therapy or language programmes devised by speech and language therapists and carried out by Centre staff.
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		<p><u>There should be:</u></p> <ul style="list-style-type: none">• A need for small group teaching through the school day.• A need for a differentiated curriculum, adjusted for the child's particular type of learning style.• A need for individualised structured teaching programmes in a small group setting.• Children should be able to learn alongside their mainstream peers, with support, for part of the school day.• There should be no primary emotional or behavioural difficulties, any emotional disturbance and disruptive behaviour, or speech and language problems, should be secondary to developmental delay.• There should be no diagnosis of ASD. <p><u>Exit Criteria</u></p> <ul style="list-style-type: none">• The child no longer needs the support of the MLD Centre and can be supported in a mainstream school or other Centre with support.• The child shows more significant learning and/or communication difficulties indicating that they are likely to require more intensive support in a more specialist environment.	