



Hurlingham School  
122 Putney Bridge Road  
London  
SW15 2NQ

### **Special Educational Needs School Local Offer.**

The intention of this 'School Local Offer' is to improve choice and transparency for prospective parents. It sets out how we expect to identify and support pupils with special educational needs to make the best possible progress and shows how we will work with outside agencies and the Local Authority to achieve this.

1. How does the school know if a pupil needs extra support and help and what should I do if I think my child may have special educational needs?

- How do you identify pupils with SEND?
  - Liaison with previous school.
  - Child performing below expected age levels.
  - Use of PIPS/INCAS data.
  - Concerns raised by parents.
  - Concerns raised by a teacher, for example, behaviour or self-esteem is affecting performance.
  - Liaison with outside agencies, for example, speech and language therapist.
  - Health diagnosis through paediatrician.
- How can I, as a parent, raise concerns I may have?
  - In the first instance, through talking to your child's form teacher.
  - The Head of Learning Support is always available for meetings and can be contacted through the school office.
  - Your child's Head of Section is also happy to meet with you at any convenient time.
  - The Headmaster is always available for meetings if necessary.
- What kind of SEND do you cater for?
  - Mild SEND including: dyslexia, dyspraxia, gross and fine motor skills, hearing impairment when supported by Wandsworth Hearing Impaired Services, visual impairment when supported by Wandsworth Vision Impaired Services, information processing, speech and language.
  - We would consider any child with a learning difficulty in discussion with parents and outside agencies provided we felt we could adequately support the child's education and in doing so, it does not interfere with the education of the majority of the other children in the class.

## 2. How will school staff support my child?

- Who will oversee and plan the education programme and who will be working with my child and how often?
  - The Head of Learning Support is responsible for overseeing all support and progress of any child requiring additional support across the school.
  - The form teacher will oversee, plan and work with each child with SEND in their class to ensure that adequate progress is made in every area of learning. All children are expected to attend school every day for the entire school day, and any additional provision is implemented within such standard school hours.
  - We may make use of learning support assistants, classroom assistants or individual support teachers to work with your child, either individually or as part of a group in or out of the classroom at the form teacher's direction.
- Who will explain this to me?
  - Any additional support will be explained to you by your child's form teacher either at a specially arranged meeting or at Parents' Evening.
  - The Head of Learning Support may attend a meeting with the form teacher to help explain additional support or arrange a separate meeting to do this if it is thought necessary.
- How are the school's Board of Advisors and Board of Directors involved and what are their responsibilities?
  - The Head of Learning Support reports to the Senior Leadership Team which includes the Headmaster, Deputy Headmaster and all Heads of Sections every term.
  - The Headmaster reports to the Board of Advisors and Board of Directors each term and, if necessary, so will the Head of Learning Support. Should you ever wish to contact a Director of Hurlingham School Ltd, the School Principal is Mrs Fiona Goulden and you can contact her by telephoning the School Office (020 8874 7186).
- How does the school track the effectiveness of its provision for SEND pupils?
  - The Head of Learning Support tracks progress of all SEND pupils and any child for whom we have a concern through INCAS results, discussions with teachers, through results of classroom assessments and by carrying out SEND in-school assessments when necessary.

## 3. How will the curriculum be matched to my child's needs?

- What are the school's approaches to differentiation?
  - All work within the class is differentiated at an appropriate level so that all children are able to access the curriculum according to individual needs and the teachers are responsible for this on a day-to-day basis.
- How will this help my child?
  - Differentiation will help your child feel supported and challenged within their ability level, make good progress and take pride in their work.

## 4. How will both you and I know how my child is doing and how will you help me support my child's learning?

- In addition to normal reporting arrangements what opportunities will there be for me to discuss my child's progress with the staff?
  - It is possible to arrange meetings with your child's form teacher, Head of Learning Support, Head of Section and the Headmaster at any suitable time. You can arrange this directly through the school office.
  - In the Autumn term and the Easter term you will be invited to a Parents' Evening to meet your child's teachers for individual meetings.

- How does the school know how my child is doing?
  - Each pupil's progress is monitored and evaluated against national and age-related expectations. Our INCAS data allow us to compare pupils to local and national norms.
  - Teachers continually assess pupils and note where they are improving or where further support might be needed.
  - Some SEND children have a SEND record which tracks all support they are receiving.
  - Children receiving individual SEND support will have targets set with a review date when progress will be discussed with teachers and comments made against each target. New targets are then set, usually termly.
  - Children who are not making expected progress are picked up through regular review meetings.
- What system is in place for regular contact about day to day arrangements, homework etc?
  - Each pupil has a home/school diary which parents should read and sign on a daily or weekly basis and in which they can write comments and messages for the teacher. The Headmaster sends a weekly newsletter home electronically every Friday.
- How and when will I be involved in planning my child's education?
  - We hold Parents' Evenings in the Autumn and Spring terms when you will be able to discuss your child's progress with the form teacher and specialist teachers.
  - We are happy to arrange individual meetings to talk about any concerns you have at any suitable time during the term. These will usually be before school or after school.
  - If your child has had any assessments carried out by outside professionals you will be invited in to discuss the report and what support the school is able to put in place as a result.
  - The SEND record is reviewed regularly and parents' views are taken into account during this process.
- Do you offer any parent training or learning opportunities?
  - A programme of evening meetings is in place which includes parental induction events at the start of the school year, focused events such as workshops on phonics and motor skills, information evenings at a time of change in a child's career and visiting speakers such as local secondary heads, who explain the 11+ transfer process.

#### 5. What support will there be for my child's overall well being?

- What is the pastoral, medical and social support available in the school for children with SEND?
  - Children are able to meet with any adult with whom they feel comfortable, should they have any worries.
  - We have fully trained first aid staff across all year groups and the office staff are able to administer medicines.
  - Form teachers have overall responsibility for every child in their class and are aware of friendship dynamics.
  - We have a playground buddy system.
  - All staff are regularly trained in emergency first aid and safeguarding.
  - We work closely with outside agencies where appropriate.
  - Various school policies can be downloaded from the school website, or supplied by the school office in hard copy form upon request. These include: Disability Policy and Accessibility Plan; Drugs Policy; First Aid Policy; Management of Health and Safety Policy and the Medical Policy.

- How will the school manage the administration of medicines and providing personal care?
  - The school will ensure that relevant staff are fully trained to support any child with any serious medical conditions.
  - We have fully trained first aid staff across all year groups and the office staff are able to administer medicines.
  - All staff are regularly trained in basic emergency aid and safeguarding.
- What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child be able to contribute her/his views?
  - Any serious behavioural difficulties will be dealt with by the Headmaster, Deputy Headmaster or Heads of Section in line with the Behaviour, Rewards and Sanctions Policy.
  - The child's view will always be listened to. All matters concerning behaviour and discipline involve speaking to the child and hearing his/her views.
- How will the school support my child to do this?
  - Your child will be supported by his/her form teacher, Head of Section, or another preferred adult.

#### 6. What specialist services and expertise are available at or accessed by the school?

- Are there any specialist staff working in the school and what are their qualifications?
  - The school has a visiting, fully qualified Speech and Language Therapist and can call upon the services of an Occupational Therapist.
  - The Learning Support Department has three support teachers, qualified to teach children with mild SEND.
  - In order to support some children's needs adequately we may, from time to time, employ additional learning support assistants to work alongside a particular pupil in the classroom.
- What other services does the school access including health, therapy and social care services?
  - As a private school, we are restricted in what services the local authority will supply for children with SEND in our school, but at present, we are supported regularly by Wandsworth Vision and Hearing Support Services.
  - We are able to recommend private speech and language therapists, occupational therapists, educational optometrists and educational psychologists.
  - We are happy to work with a range of health experts from outside school.

#### 7. What training are the staff supporting pupils with SEND having or have had?

- All SEND staff regularly attend ongoing CPD training as part of their professional development, often with specialist centres such as the Richmond Dyslexia Association; The Moat School and Fairley House School.
- Awareness of SEN disabilities: All teachers in the school receive in-school training from time to time on a range of SEND and the Head of Learning Support is always on hand to support staff in the classroom.

8. How will my child be included in activities outside the classroom including school trips?

- Will my child be able to access all of the school activities and how will you assist him/her to do so?
  - We aim for all children to take part in all school activities whether in school or on school trips including residential visits.
  - All activities will have a thorough risk assessment carried out before any child takes part.
- How do you involve parents/carers in activities and trips?
  - For day trips, parents are usually informed about the arrangements by letter and parents have the opportunity to accompany trips on occasions.
  - A full risk assessment is carried out for all school trips and any potential barriers to a child taking part will be fully discussed with the parents well in advance in an effort to ensure full participation in all activities.
  - Our active and dynamic team of representatives from each class allocate helpers based around the needs of the trip and the number of volunteers available.

9. How accessible is the school environment?

- Is the building fully wheelchair accessible?
  - The main school building is fully wheelchair accessible with disabled toilets and a lift with access to all floors.
  - The Arts Centre has limited access to wheelchair users and the toilets are not suitable for wheelchair users.
- Have there been improvements in the auditory and visual environment?
  - As a fully DDA-compliant school, we aim to put provision in place for all the children we teach. Recent developments include an FM hearing system and provision for large print literature.
- How does the school communicate with parents/carers whose first language is not English?
  - If parents request a translation service, or if we feel a translation service is beneficial to aid communication, we will do our best to source appropriate support.
- How will equipment and facilities to support children with SEND be sourced and secured?
  - As a private school we are not able to access all of the LA Services. Some equipment may be able to be purchased by the school through available funds, but any purchases will need to be discussed with the finance department and we may expect a contribution from the parents, or for parents to fund equipment fully.

10. How will the school support my child to join the school and transfer to a new school?

- What preparation will there be for my child before he/she joins the school?
  - All children are invited in to visit the school before their first full day with us; the Reception children all enjoy an induction morning when they can all come and meet the teachers and each other.
- How will he/she be prepared for moving on to a new school?
  - All children are fully prepared for the 11+ examinations taken in Form VI.
  - All children in Form VI receive interview practice.
  - Whenever a child leaves us to begin a new school career elsewhere – regardless of age of transfer – we liaise with the new establishment to facilitate rapid and effective induction.

- What information will be provided to his/her new school?
  - If a receiving school requests a report one will be written by the pupil's Form Teacher or Head of Section.
  - If requested any reports we hold on a child's SEND will be forwarded to a new school.
- How will you support a new school for my child?
  - Upon request, we will ensure that any new school is fully aware of any SEND a child has and will discuss this with the appropriate staff if necessary.

11. How are the school's resources allocated and matched to the pupil's needs?

- How is the school's SEND budget allocated?
  - The SEND Department requests materials and resources to be purchased from the main school budget at any time.
  - See Point 9 above.

12. How is the decision made about what type and how much support a pupil with SEND will receive?

- What is the decision making process?
  - If we are concerned about the progress a child is making, the Head of Learning Support is able to do an in-school assessment and make recommendations about levels of support or further investigations by outside professionals.
- Who will make the decision and on what basis?
  - The form teacher and subject teachers will be responsible for deciding initial levels of support within the classroom.
  - Further support may be recommended as a result of discussions with the Head of Learning Support and in-school assessments.
  - If individual support is recommended, this will be discussed with parents before it begins as this is an extra and is not included in school fees.
- Who else will be involved?
  - We may take advice from private speech and language therapists, occupational therapists, educational optometrists and educational psychologists but this will be discussed with parents first.
- How will I be involved?
  - If we feel your child is experiencing difficulties that we are not able to support within differentiated teaching, we will invite you in for a meeting to discuss possible routes forward.
  - Your child's progress will be discussed at Parents' Evening and through the end of term report in the Autumn term and Summer term.
- How does the school judge whether the support has had an impact?
  - The teachers and Head of Learning Support regularly discuss the progress of all pupils with SEND.
  - Children receiving individual SEND support have a target sheet with a review date when comments will be made and new targets set.

13. How are parents involved in the school? How can I be involved?

- What is the school's approach to involving parents in the decision making and day-to-day school life for their own child?
  - We pride ourselves on being a very open school and parents are always encouraged to keep in touch. Some of the ways in which this is achieved are: target sheets, the review process, regular meetings, open mornings, appointments with any member of the teaching staff.

14. Who can I contact for further information?

- Who would be my first point of contact if I want to discuss something about my child?
  - Form teacher.
- Who else has a role in my child's education?
  - Head of Section, Deputy Headmaster, Headmaster, all school staff.
- Who can I talk to if I am worried?
  - Form teacher, Head of Section, Deputy Headmaster, Headmaster.
- Who should I contact if I am considering whether my child should join the school?
  - The Admissions Secretary, Mrs Fiona Driver, can be contacted through the school office.
- Who is the SEN coordinator and how can I contact them?
  - Mrs Nesty Boyd is Head of Learning Support and can be contacted through the school office.
- What other support services are there who might help me and provide me with information and advice?
  - Any other queries should be directed to Mrs Christina Costanzo, School Secretary and the Headmaster's PA, who will be able to route them in the correct direction.

Date: November 2014

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