

How does the school know if my child needs extra help?

At High Hurstwood, we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our pupils. We gather a great deal of information prior to pupils entering the school which may take the form of all, or some of the following:

- Information from your child's pre-school or previous school
- Home visit by class teacher (prior to entry to Reception Class)
- Information from other agencies who have worked with your child eg speech and language therapist, Early Years Team
- Class teacher visit to main feeder pre-schools to observe your child and speak to their key worker

This information will be used to plan for your child to meet any additional needs they have. Once your child is in school, we will monitor their progress and development and if we have any concerns, we may ask other professionals to advise.

What should I do if I think my child may have special educational needs?

- You could talk to your child's pre-school key worker or class teacher – we operate an open door policy and are very willing to give the school's perspective on pupils' needs.
- The SENCo meets with the teachers regularly and uses data to monitor the progress of all pupils

How will school staff support my child?

Your child's needs will be met within the class supported by high quality teaching including differentiated planning which takes account of the needs of each child. In addition to this your child will benefit from:

- Regular reviews of his/her progress
- Some children with complex needs will be reviewed using a School Based Plan created in liaison with the SENCo, class teacher and parents, setting targets. This will be reviewed regularly through the year to ensure that targets remain appropriate
- When necessary, a personalised programme of learning which will be implemented and monitored
- When necessary, and with your permission, the school will seek support from external agencies
- The governing body is responsible for ensuring that funding is appropriately utilised – there is a designated SEN governor who liaises

with the SENCo

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

All lessons are pitched appropriately so that all children can learn and make progress. Teachers take into account, the needs of the individual and differentiate accordingly. They are supported in their teaching by systems that the school has put in place such as:

- Tracking and assessment to enable class teachers to analyse pupil progress
- Pupil progress meetings, held termly with the Head Teacher and Class Teacher
- Reviews of learning targets twice per year
- Pupils work in a variety of groupings e.g., small supported groups, 1:1, mixed ability and similar ability groups

How will you help me to support my child's learning?

The school offers support in many ways to involve parents in their child's learning. It offers:

- Regular parents' evenings to review progress
- An open door policy with teachers and Head
- Home/school liaison books (where appropriate)
- A school based plan created and shared with parents
- An annual report from class teachers
- Reports from external agencies which are shared and discussed with parents
- SEN review meetings on appointment
- Opportunities to develop an understanding of the school curriculum e.g., Information Sessions, Curriculum Newsletters.

What support is offered for my child's overall well-being?

It is the class teachers' responsibility to ensure the overall well-being for every child in their class. As an inclusive school, we welcome and celebrate diversity. All the staff believe that having high self-esteem is crucial to a child's emotional well-being and academic progress. With this in mind, we offer:

- Nurture groups
- Social skills group
- Pupil Voice
- The support of a Family Outreach Worker
- A behaviour plan that focuses on pupils being rewarded for making correct choices
- A system that enables pupils to take medicine on site with written parental permission

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

As a school, we are continually reviewing our practice and ensuring that we have a skilled team to ensure coverage of the most common learning difficulties encountered in mainstream schooling. At present we have teachers or TAs with particular knowledge of:

- Speech and language
- Dyslexia
- ASD
- Behaviour
- Sensory needs
- Motor skills
- Spanish and French

In addition we may access support from outside agencies, e.g.

- Educational Psychology
- Speech and Language therapy
- Occupational therapy
- Child and Adolescent Mental Health Services
- East Sussex Behaviour and Attendance Service
- C.L.A.S.S. (Communication Learning and Autism Support Service)
- School Nurse
- Early Years Support
- AAC Service
- TEAL
- Talkspace

What training is the staff receiving to support children with SEND?

- Whole staff training in Speech and Language
- Whole staff training in Positive Behaviour Management
- Whole staff training in ASD
- Whole staff training in Dyslexia and Memory affecting learning
- Foundation Level – Care and Control of Medicines
- Epi-pen training
- Diabetes training
- Epilepsy Training

Also training for staff on an individual basis, according to the needs of the child that they are supporting.

How will my child be included in activities outside the classroom?

As an inclusive school we ensure that all pupils have the opportunity to enjoy every activity that our school offers. This means that activities outside the classroom and school trips are available to all regardless of SEND status. With this in mind, we take particular care of our pupils by:

- Carrying out risk assessments for each trip that takes place
- Offer parents the opportunity of accompanying their child to ensure equal access to the activities
- Audit health and safety if appropriate

How accessible is the school environment?

- The school is fully accessible to wheelchair users (with exception of some areas of the school house)
- We have one disabled toilet
- Disabled access to the main entrance
- Visual timetables are used in all classrooms
- We are a dyslexia friendly school with trained teachers on site
- We have staff available to support families with English as an additional language

How will the school prepare and support my child during periods of transition?

- Induction events during Term 6 for all children joining the foundation stage in the following September
- Close liaison between SENCo, Early Year's Teachers and Key Stage 3
- SEN information is shared and discussed with receiving teachers

- Phased entry to Foundation Stage

How are the school's resources allocated and matched to children with SEND?

- The SEN budget is managed by the Head Teacher, SENCo, Bursar and SEN Governor.
- Resources are requested and ordered as necessary to support each pupil's learning.
- Regular meetings take place to monitor the impact of interventions and SEN provision.
- The Governing body is kept informed of funding decisions

How is the decision made about what type and how much support my child will receive?

Each child is assessed individually and a support programme will be developed dependent on need

- Additional assessments from external agencies will inform the type of support your child will need
- Regular review meetings take place to assess pupil progress and the impact that interventions are having
- School based plans are discussed with parents and staff up to three times per year

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

All parents are actively encouraged to become involved in our school community. This may include, sharing skills, assisting in classes or the library, attending workshops, Sharing Assemblies, Church Services, Friends of High Hurstwood Committee meetings.

Who can I contact for further information?

- Head Teacher
- Class Teacher
- SENCo
- School Office
- Any of the above via our website

Similarly, if you have a question, want to look around, or perhaps you feel your child's needs may be hard to meet, do not hesitate to contact us.