



# Hadleigh Infants and Nursery School SEND Information Report

At Hadleigh Infants and Nursery School we believe that a creative but broad and balanced curriculum should be available to all its pupils, regardless of ability, gender or ethnic origin. We believe accordingly that every child should be entitled to a curriculum, which enables him/her to become an independent learner, being able to fulfil his/her potential to the highest possible standard.

At Hadleigh Infants and Nursery School all children and their achievement are valued equally.



# Admissions

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school's admission policy. If a place is available, we will undertake our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with the preference and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or
- the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHC plan and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the draft EHC plan sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget). Parents of a child with an EHC plan also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

For children who are disabled, we meet with families before they start to discuss their individual needs. We will also work alongside the specialist teacher for Physical and Neurological Impairment for advice on specialist equipment and making reasonable adjustments to the environment.



# The kinds of Special Educational Needs (SEN) and/or disability that we provide for

Support is provided within a differentiated/adapted curriculum, to meet the needs of pupils who require provision that is different from or additional to their peers.

Support is provided in the four categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory/physical



# What do pupils say?

Staff and pupils have age appropriate conversations about targets, progress, outcomes, including those after interventions.

Rewards such as Star of the Week, Recognition cards and Golden Stars are given to children so that they can talk about achievements.

Children, where appropriate are asked to contribute to their progress before an Annual Review.



# Staff Training and Specialist Support

The school provides training for all staff to continually maintain and develop the quality of teaching and learning and provision of children including those with SEND. This training will be at different levels depending on the level of expertise required.

Awareness training – for all staff on the four areas of need and identification of needs, as well as SEN needs such as ASD

Enhanced training – for TAs and teachers working with a particular need

Specialist training – for individualised needs

Specialist training has been provided to the SENCo on:

- Moderate Learning Difficulties
- Essex approach to Literacy and Literacy Difficulties
- Essex approach to Maths and Maths Difficulties
- Four Areas of Need
- Talk Boost

The school works in partnership with the local authority and external professionals. If a child's progress and attainment are significantly below age related expectations, despite the delivery of high quality teaching, additional advice may be sought from external agencies. This will only be undertaken after parent permission has been obtained and may include referral to:

- Local Authority Support Services
- Specialists in other schools e.g. teaching schools, special schools.
- Health partners such as School Nurse and Child & Adolescent Mental Health Service



# Local Authority Offer

The Local Authority local offer is available to view on <http://www.essexlocaloffer.org.uk/>

- The Local Offer has been published as part of the SEND reforms under the Children and Families Act 2014.

The Local Offer will:

- Give you information about education, health and care services
- Give you information about leisure activities and support groups
- Hold all the information in one place
- Be clear, comprehensive and accessible
- Make service provision more responsive to local needs and aspirations
- Be developed and reviewed with the service providers and service users



# Collaborative Working

Hadleigh Infants and Nursery School is an active member of the local BATIC (Benfleet and Thundersley Inter-Cluster) group of schools. All of the schools in the group work closely and are committed to providing high quality education for all children with special educational needs and disabilities in the whole area.

Local provision is very similar as no one school has a particular specialism in relation to SEND.





# Outside Agencies and Support Services

Some children with special educational needs or disability require more specialist support from other professionals. These outside agencies or support services can support a child and their families. All may provide specialist assessments or advice on different strategies or materials.

## Educational Support:

- Inclusion partners
- Educational Psychologists
- Specialist Teachers – Physical, Neurological, Impairment (PNI), Hearing Impaired (HI), Visual Impaired (VI)

## Health Care Support:

- Pediatricians
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Health Visitors
- School Nurses
- Hospitals

## Health Care Support:

- Family Solutions
- BATIC Counsellors



# Outside Agencies and Support Services

In discussion with the class teacher and parents, the SENCo or Learning Mentor makes a referral to appropriate outside agencies.

The SENCo and Learning Mentor liaise regularly with outside agencies as appropriate.

Hadleigh Infants and Nursery School is part of the Benfleet and Thundersley Interschool Cluster (BATIC).

The SENCOs across this group meet regularly to access training and development according to the needs identified by the group. It also serves as a network.

Where it is deemed necessary, the school will invite/request the attendance of colleagues from other agencies to contribute to outcome meetings or annual reviews. Requests for support or guidance may also be made.



# Parent Consultation

The school has an open door policy. Parents are invited to discuss arrangements with the Class Teacher at any point throughout the year, by making an appointment at the school office or contacting the Class Teacher via Seesaw.

A meeting with the SENCO or Learning Mentor can be arranged where your child's progress or any concerns/worries you have can be discussed.

Termly reviews are arranged to update parents on the progress their child is making and the provision that their child receives.

For some parents, regular structured conversations/one planning meetings/Team Around the Family meetings are offered to ensure good quality discussion between home and school.

Parents of children who have an EHC plan are invited to discuss their child's progress at the Annual Review.



# The SENCo

The SENCo's name is Mrs Strickland

You can contact Mrs Strickland by contacting the School Office 8.30am – 4.00pm Monday to Friday or sending an email. The telephone number is 01702 557979 and the email address is [admin@hadleigh-inf.essex.sch.uk](mailto:admin@hadleigh-inf.essex.sch.uk).

The SENCo is an experienced, qualified teacher with years of leadership experience.

She strives to keep up to date by attending training sessions and keeping up to date with best practice.

The SENCo attends local cluster meetings on a regular basis.

The SENCo supports class teachers and learning support assistants in working and assessing children with special educational needs. Alongside the Learning Mentor, the SENCo will make referrals to outside agencies who might need to be involved to support your child.

The class teacher is responsible for teaching children with SEND.



# Identification and Assessment

Hadleigh Infants and Nursery School has a graduated response to identify pupils who are falling behind age related expectations.

Information collected:

- At Pupil Progress meetings
- Termly reports/ assessments
- Through observations
- From outside agencies such as Speech therapists
- By listening to children's responses and what they say
- Team Around the Family (TAF) meetings

SEND support is implemented when:

- A child's progress or attainment is significantly below where it should be and is a cause for concern
- Persistent social or emotional difficulties that are having a negative impact on their learning
- Physical or sensory difficulties requiring a high level of specialist support or equipment

An assessment for an Education, Health and Care Plan Needs Assessment would be considered if more extensive support is required.

A child will be included on the SEND register, in consultation with parents, if they require additional and extra support to the high quality provision found in the classroom. A child will also be removed from the register in consultation with parents, when progress or attainment is within age related expectations.



# Resources

Specialist resources are used to enable learners across the school. Resources may include English and mathematics support, behaviour for learning support, resources to support physical difficulties

Reasonable adjustments are made to the learning environment to support the needs of the learner.

Further specific specialist equipment may be bought or hired according to the needs of the children.

Staff as a resource: the school employ teaching assistants to support the learning of all pupils including those with special educational needs.

Pupils with social and emotional needs are supported by all members of staff and within the school's



# Monitoring and Evaluation

The SENCO and Senior Leadership Team (SLT) review the provision for pupils with SEND throughout the year.

Progress is continually monitored by his/her class teacher.

Pupil Progress meetings held with the Headteacher, SENCO or Year Group Leaders to track and monitor progress.

His/her progress is formally reviewed with the Headteacher, in Pupil Progress meetings with Governors every term.



# Complaints

Hadleigh Infants and Nursery School has an open door policy. We encourage you to come and speak with us about any concerns or worries you may have, and we will endeavor to do our best to work closely with you.

Should you have a concern/complaint, then follow the procedures set out in the school's Complaints policy. A copy of this can be found on the school's website.

[https://www.hadleigh-inf.essex.sch.uk/web/school\\_policies\\_and\\_key\\_documents](https://www.hadleigh-inf.essex.sch.uk/web/school_policies_and_key_documents)





# Transition

At Hadleigh Infants and Nursery School we recognize that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Transition Plan for transfer from Pre-school to Infant School.

- Meetings will be requested in order to hand over information about provision, programmes and outside agency support in place at pre-school settings in order to support transition. SENCO, Year Group Leader or Class teacher will also request to visit the current pre-school setting to see the child.
- All children have the opportunity to visit Hadleigh Infants and Nursery School to familiarise themselves with the staff, school structure, and classroom.
- A 'Moving on' book may be provided where necessary with pictures and photos of the class teacher, staff and classroom.

Transition Plan for transfer from Class to Class.

- A 'Moving on' book may be provided where necessary with pictures and photos of the class teacher, staff and classroom.
- Class teachers carry out handovers to new class teachers.
- Teachers, Teaching Assistants and Learning Support Assistants are advised about the SEND children in the class and One Planning and other relevant information such as medical needs is passed on.

Transition Plan for transfer from Infant school to Junior school.

- The SENCO at the Junior school will be contacted and a transition meeting will take place during the Summer Term to handover verbally information about the children.
- The SENCO will be invited to join TAF meetings or any meetings with specialists regarding children that will be transferring to the Junior school or other settings.
- The Junior School SENCO will make visits to the Infant school to see the children in their current classes.
- Children will have transitional visits with their class, with extra visits provided for children that may need to visit more before they transition to the Junior School.
- All SEND paperwork will also be transferred to the Junior School.

