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| **Hadleigh Infants and Nursery School’s Partnerships**  Hadleigh Infants and Nursery School works closely with other professional partners who regularly visit us.  These include contact with the specialist teacher teams; speech and language therapist, educational psychologist and other therapeutic services. We have access to a school counsellor who works with children.  Our governing body plays an active role in strategic planning and has responsibility for overseeing the practice in school and ensuring it meets the needs of learners and families.  Page 5 |  | **Hadleigh Infants and Nursery Primary School’s**  **Policy & Provision**  Hadleigh Infants and Nursery School delivers the requirements of the EYFS and National Curriculum adapted to meet individual needs. We focus on teaching learners the skills they need for lifelong learning and independence through a creative curriculum.  We support learners as they move through the different phases of primary education through working with other social, education and care partners.  We assess learners continuously in order to track progress and make any necessary interventions. Our building and facilities are fully accessible and safe for all learners. Space and resources are timetabled according to the needs of different groups. We will be happy to show you the different areas when you visit.  A range of school policies are available on our school website or we can provide copies on request. This includes our SEN policy, behaviour policy and Complaints procedure.  Page 6 |  | **Hadleigh Infants and Nursery School**    **Offer on Special Education**  **Offer on Special Education**  **Needs and Disability –**  **September 2014**  **‘Working together we learn and achieve’** |
| **Hadleigh Infants and Nursery School Ethos & Introduction**  Hadleigh Infants and Nursery School (aged 3-7 years) is a school that admits children to the school in line with its admission procedure. We aim to create a safe and happy learning environment where each child is encouraged to reach their full potential.  We accept, recognise and celebrate each child as an individual. We ensure equal opportunities, where we aim for every individual learner to receive the very best individual provision possible to meet their needs.  Hadleigh Infants and Nursery School recognises a child with SEN if they have a learning difficulty, disability or Social, Emotional and Mental Health which calls for special education provision to be made for them and as defined in the 2014 Code of Practice.  Our SEN Policy and our practice aim to reflect the school’s provision of SEN in accordance with the Code of Practice and SEN & Disability Acts.  This is a summary document for parents and carers. Our full school offer is published on the school website.  [www.hadleigh-inf.essex.sch.uk](http://www.hadleigh-inf.essex.sch.uk)  Page 2 |  | **How Hadleigh Infants and Nursery School will work with you and young people**  We listen to all children as their welfare and happiness is important to us. We get to know all children as individuals. We gather their views from school councils, Eco Warriors, review meetings, 1 to 1 meetings, questionnaires and observations. From the moment your child joins Hadleigh Infants and Nursery School and throughout their time at our school, parents are given regular opportunities to discuss and celebrate your child’s needs, progress, successes and concerns.  We welcome your views and comments as part of our partnership with you and ensure we have both formal and informal ways of involving you.  Informally through;   * An open door policy which gives you the opportunity to chat face to face or on the telephone * Regular communications * Social events * School events * TAC meetings   More formally through;   * Your child’s Education, Health and Care plan review * One Panning reviews * Termly progress meetings * Annual reports * Parents evenings * Surveys of parental views.   Page 3 |  | **How Hadleigh Infants and Nursery School will support my child**  Parents will know that special educational needs and provision can be considered as falling under four broad areas: 1. Communication & Interaction  2. Cognition and learning  3. Social, mental and emotional health  4. Sensory and /or physical  In order to fulfil its commitment to fully supporting every child to succeed, the school already has in place a range of interventions and seeks new ways of providing support.  The school works closely with the child and their parents to identify what support is needed, what their specific barriers to learning are and to understand why a pupil may not be making progress both academically and socially. We will then seek to put into place appropriate interventions such as: Small focused group support  Busy Bees – Reading club  Input from a specialist teacher or speech therapist  All interventions are monitored and evaluated on a regular basis for the effectiveness of their impact.  Hadleigh Infants and Nursery School is committed to ensuring all teaching is at least good. High quality teaching is that which is adapted and personalised to meet the needs of all children. All children, regardless of their ability, have full access to a wide range of suitably challenging educational opportunities that are appropriate to their needs. Every child is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be.  Page 4 |