Hadleigh Infants and Nursery School SEND Support

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS, DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

Staff	Summary of Responsibilities

Special Educational Needs Co-ordinator (SENCo)
Mrs K Strickland
	She is responsible for:
	• Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
	• Ensuring that you are:
	  ○ involved in supporting your child's learning
	  ○ kept informed about the support your child is getting
	  ○ involved in reviewing how they are doing
	  ○ be part of planning ahead for them.
	• Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
	• Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
	• To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school.
	• To make referrals to outside agencies who might need to become involved to support your child.
	• She can be contacted via the School Office 8.30 – 4.00pm Monday to Friday
	01702 557979
	• To support with setting appropriate work in the event of a school closure (due to the current pandemic)
	admin@hadleigh-inf.essex.sch.uk
	• The Special Educational Needs and Disabilities Policy is published on the school's web site

Class teacher	**He/She is responsible for:** • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs. • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary. • Reporting Progress. • Ensuring that all staff working with your child in school and are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEN.
Learning Support Assistant (LSA)	**He/She is responsible for:** • A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed initially to the class teacher and/or SEN Co-ordinator. • As a school we welcome daily dialogue between parents and TAs (via the online seesaw app) on how a child's day has been and we do actively encourage this continued feedback.
Head Teacher - **Mr S Proctor**	**He is responsible for:** • The day to day management of all aspects of the school, this includes the support for children with SEND. • He will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. • He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. • Allocating the budget to support children with additional needs. • Monitoring the progress of SEND pupils, actively challenging and supporting staff to improve outcomes.
SEND Governor,	**He/She is responsible for:** • Making sure that the school has an up to date SEND policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEND • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. • Budget reflects the needs of the pupils • School has financial support to ensure children with SEND can achieve