



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.



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, Pphysical and Neurological



Communication and Interaction

Social Communication Difficulties (including Autistic Spectrum Disorder)

Children remain the responsibility of the class teacher and will receive an adaptive approach depending on their need. Every child with the difficulties is different and therefore the approaches and strategies that are used will vary. For example, they may have additional resources within the classroom such as; visual timetables, visual prompts or objects of reference, first and then or now and next task boards, activities broken down into manageable sized steps, clear and precise language, a variety of ways of recording work, work stations, weighted blankets/cushions, fiddle toys, sensory boxes, etc.

Children identified with having difficulties with their speech and language communication can be referred to NHS Speech and Language Therapy Service. Children remain the responsibility of the class teacher and will receive an adaptive approach depending on their need. For example, have tasks broken down, visual supports and aids. Some may attend out of class sessions to develop their speech, language and communication skills.

Cognition and Learning

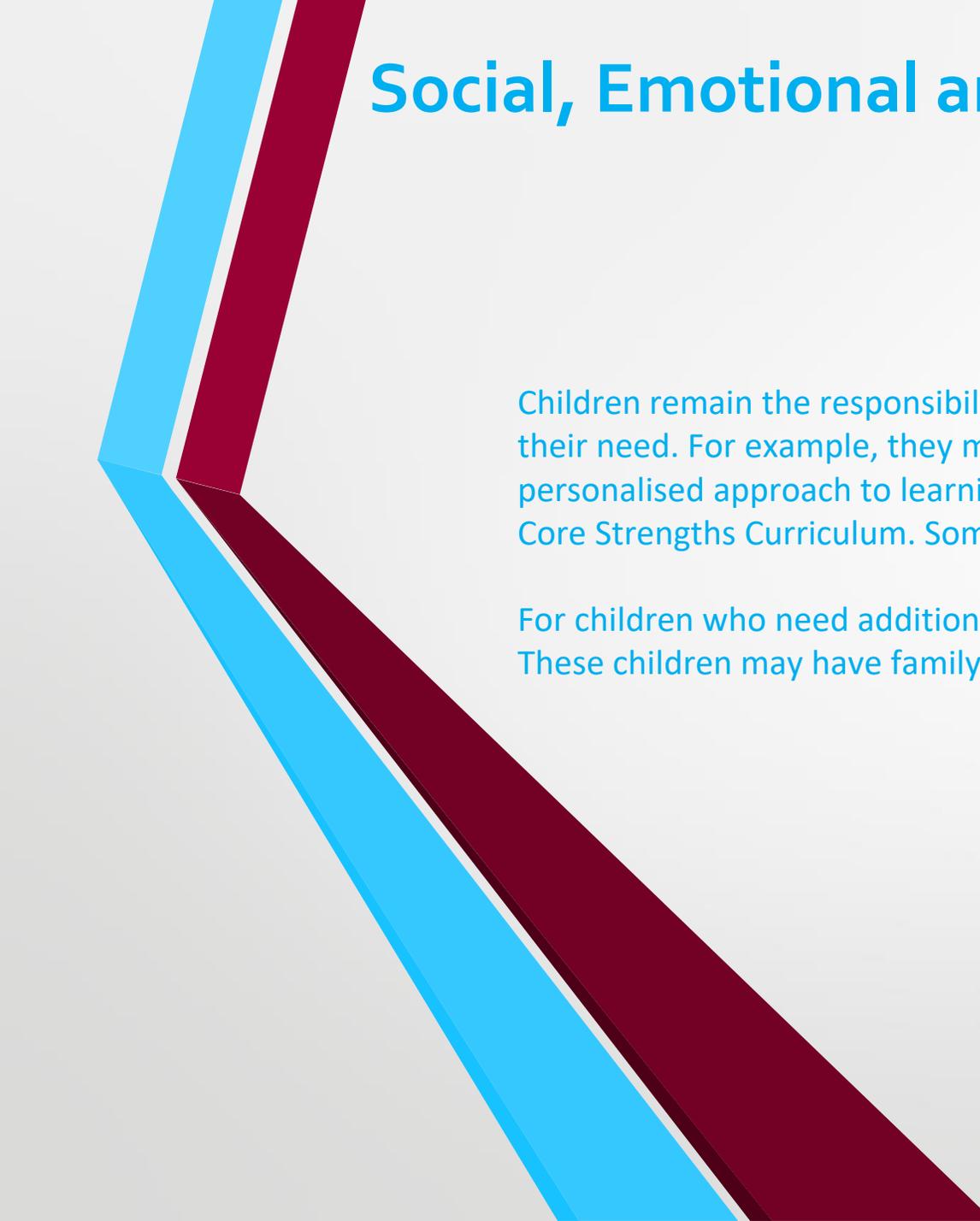
The delivery of provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the Class Teacher. Through 'Quality First Teaching' children's needs are assessed, planned, implemented and reviewed. Teacher planning includes adaptive work for children with SEND.

Within the classroom adaptive teaching methods are used to ensure all children progress against the taught key knowledge. Learning Support Assistants (LSAs) are also used to support children with special needs in a small group or on a one to one basis.

Depending on the nature of the child's difficulties, he or she may also be withdrawn from lessons for short periods of intensive teaching. This will usually happen when:

- A child has an Education, Health and Care Plan (EHCP) or has been identified as having needs at the 'additional' level.
- A child is following a short-term evidence based intervention program due to identification of need to target key skills.

Additional LSAs are deployed to specifically work with the children with EHCPs, under the direction of the SENCo and class teacher.



Social, Emotional and Mental Health Difficulties

Children remain the responsibility of the class teacher and will receive an adaptive approach depending on their need. For example, they may have additional resources to support them in the classroom. A personalised approach to learning may be required such as, exploring feelings, Zones of regulation and 6 Core Strengths Curriculum. Some may also be on their own personalised Consistent Management Plan.

For children who need additional support, a qualified counsellor visits the school to work with children. These children may have family problems, social and emotional difficulties.

Sensory, Physical and Neurological Difficulties

Children remain the responsibility of the class teacher and will receive an adaptive approach depending on their need. For example, they may use ICT to record work, or use a scribe for some sessions. When needed time is allocated to children who have been assessed or supported by specialist services such as, Occupational Therapy or Physiotherapy, in order for advice to be implemented.

The school is fully accessible and has a disabled toilet and a lift.

For children who have medical issues, the school arranges meetings with parents and health professionals, where appropriate to look at Care plans and organise any training that is needed.
On some occasions, an additional member of staff is employed to support the child in the management of their difficulties.

The needs of children with disabilities are varied. These will be discussed with parents and, where appropriate, health professionals or specialist teacher team prior to the child starting school. Care plans will be put in place to support children with medical needs.

The support given to children with disabilities will vary depending on their needs and disability and may be in the form of apparatus to be used by the pupil or support from an adult.

SEND professionals from outside the school

Some children with particular difficulties may be supported or advice would be given to the school from external agencies including;

Inclusion Partners,

Educational Psychologists,

Specialist Teaching Team -Physical, Neurological, Impairment (PNI), Hearing Impaired (HI),

Visual Impaired (VI),

Speech and Language Therapists,

Occupational Therapists,

Physiotherapists,

School Nursing Team,

Health Visitors,

Paediatricians,

Children's Support Services,

ESSET,

Emotional Well-being and Mental Health Service,

BATIC Counsellors

Family Solutions

Other specific professionals

These services usually provide assessment and advice to the school by providing specialist support and training for staff.

SEND professionals from outside the school and Support Services

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

The SENCo and Wellbeing Practitioner liaise regularly with outside agencies as appropriate.

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.



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. We have a team of teachers and LSAs who have varying degrees of experience and expertise. They will take part in:

- In house school based training in relation to SEND such as ASD and ADHD
- External training - identified through performance management
- Pupil progress meetings
- SENCO network meetings

SENCo :

- Attends termly SENCO cluster meetings – these highlight services and support available to schools and provide training for SENCOs
- Attend SEN courses delivered at county level and continues to access these as required.



Collaborative Working

Hadleigh Infants and Nursery School is an active member of the local BATIC (Benfleet and Thundersley Inter-Cluster) group of schools. A SENCO cluster meets on a termly basis to offer support, guidance and advice in all aspects of the role and needs of the local schools. The SENCOs across this group access training and development according to the needs identified by the group. It also serves as a network.

The school has an Inclusion Partner, a link within the Local Authority that is available to offer advice and support the school.



Identification and Assessment

At Hadleigh Infants and Nursery School we know that not all children will progress at the same rate and that not all children who fall behind their peers have SEN. The identification of SEN is built into the monitoring of the progress and development of all pupils.

Information collected through:

- At termly Pupil Progress meetings
- Termly reports/ assessments
- Use of high quality formative assessment including through observations, looking at work or data
- Summative assessments for example reading, writing and maths assessments
- From outside agencies such as Speech therapists
- By listening to children's responses and what they say



Provision for children at 'SEN Support'

Quality First Teaching, seeks to engage and support the learning of all children. Adaptation for individual children is the first step in responding to children who have SEND.

A graduated response is then acted upon. This will involve a more detailed approach, with more frequent review. The process is Assess, Plan, Do, Review cycle.

- Assess – using the methods already listed above
- Plan – the support to be put in place with any appropriate interventions, as well as the expected impact on progress, development on behaviour, along with a review date. A One Plan will be put in place.
- Do – The teacher remains responsible for working with the child. Where the interventions involve a group or one to one teaching away from the class, the teacher still remains responsible for the child, working closely with any teaching assistants or specialist staff involved, to plan and assess interventions.

Review – The effectiveness of the support and the impact on the child's progress is reviewed in line with the agreed date. Formal reviews with parents are conducted termly where a new provision plan will be drawn up.



Provision for children with an Education, Health and Care Plan (EHCP)

Any additional resources awarded through an EHCP are used to support the provision that is listed within the EHCP. This provision will be discussed when an EHCP is awarded and is reviewed annually with parents and other specialist that might be involved with the child. It should be noted that not all children with an EHCP will require one to one support, each child's provision is different. Provision will take the Graduated Approach format. In addition to the termly One plan review meetings, an Annual Review will take place with anyone that is involved with the child being invited to attend and participate in the 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 .

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 supports class teachers and learning support assistants in working and assessing children with special educational needs. Alongside the Wellbeing Practitioner, 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.



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.



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 Dojo.

A meeting with the SENCO or Wellbeing Practitioner 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/Termly One planning 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.



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



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 a 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, who 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.



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

