



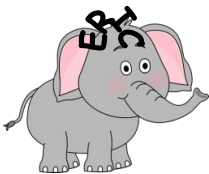
Hatfield Peverel Infant and Nursery School

Inspiring Learners for Life

Supporting Special Educational Needs

Information Report for Special Educational Needs and Disability 2022/23

We value all children equally and believe that every child matters. We aim to meet individual needs and provide opportunities for children to make good progress; all children should enjoy reaching their goals and have this achievement celebrated. We want all our children to be safe, achieve well, be healthy, be happy and grow up to be successful adults who make a positive contribution to the society in which they live.



Children gain in confidence during their time at the school and their achievements are celebrated by both staff and pupils. In addition all children are encouraged to work with **Effort**, show **Respect**, gain in **Independence** and show effective **Communication** as part of our ERIC project. You can find out more about ERIC on the school website where he has his own page explaining all the awards that any child can achieve!

To find out more about our school parents can visit the school; come and meet the SENCO (Special Educational Needs Co-ordinator), look at the school website, or read our Special Educational Needs Policy for further information. This can be found on the school website on our Special Needs page.

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Who is the SENCO and how can I contact them?

The school SENCO (Special Educational Needs Coordinator) is Mrs McGaughey and she works 2 days a week (usually a Tuesday and Wednesday). Please contact the school office (01245 380220) for an appointment with Mrs McGaughey, or with the head teacher. They will be pleased to answer any questions you may have.

Who is the SEN governor?

The SEN governor is Claire Smith who can be contacted on clairesmithgov@hatfieldpeverel.essex.sch.uk

What kind of expertise does the school have?

The SENCO has 10 years' experience as a primary based SENCO and 21 years' experience as a class teacher. She has completed the SENCO accreditation course. She has attended various training courses such as; tier 1 and 2 ASD training, occupational therapy training for gross and fine motor skills and supporting children with literacy difficulties.

The school has a strong focus on supporting social and emotional development with regular PSHE lessons and a wide range of resources including Smart Thinking (stop, think, choose, do) and Zones of Regulation

Staff training is dependent on the needs of the children. The majority of our staff have received the following training:

- Tier 1 Autistic Spectrum Disorder training, with some staff also tier 2 trained
- Basic Makaton
- Making sense of autism
- Talk boost (to support pupils with speech and language difficulties)
- Supporting pupils with ADHD
- Precision teaching (learning intervention)

Our school has the attachment awareness accreditation and staff have received this training. In addition to this, staff access the support of other professionals such as speech and language therapists, occupational therapist, specialist teachers and our inclusion partner.

Securing equipment and facilities

Governors are committed to ensuring all pupils with SEND take part in all aspects of school life. There is an accessibility plan and this is regularly updated and resourced to meet statutory requirements.

There is a designated sensory room and a few specialist resources available such as writing slopes, support seating cushions, pencil grips and coloured overlays. The school works closely with outside agencies to secure specialised equipment, for example, specialist chairs or visualisers.

The school ensures the equipment is well maintained and used effectively. Specialised and personal resources required may also be purchased either by the school or local authority.

The school is a single floor building with no stairs and there is one disabled toilet near the school office.

General and specific LSAs are provided as part of the school's delegated budget and we also employ specialist LSAs to support children with an EHC plan.

The school has employed a 'communication LSA' to specifically support children with speech, language and communication needs.

There is a portion of the SEN subject budget allocated for provision of resources such as coloured overlays or writing slopes to use in the classroom.

A speech therapist is employed by a group of local schools and works with children who are not on the NHS caseload. The school has termly meetings with an Inclusion Partner and support and training needs are then identified. If required, the Local Authority will send a representative to complete an access report. For example, if a pupil has a visual impairment or physical disability, they suggest modifications for our school to make in order to ensure we are as accessible as possible.



How does the school identify pupils with special educational needs?

All children are regularly assessed by their teachers and we hold a meeting each term with the teachers and head teacher to check the progress of all our children. The class teacher, head teacher and the SENCO all use assessment information and their knowledge of each child's progress to identify those who may have a Special Educational Need. The DFE definition of SEN is:

'a child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'.

- If a child is identified as having additional needs, we consult with parents and then draw up a plan together with the SENCO, teacher, parents and the child. Targets set are focused on the child's personal and academic achievement.
- Specialist help may be sought from NHS services or the local authority specialist teacher team to help us.
- Pre-schools and nurseries can help us identify and plan for the needs of some SEN children on entry to school.
- A small number of children may need an Education, Health and Care Plan (EHC plan) so a detailed assessment is carried out in consultation with the parents and specialists and then the school may make a request for Statutory Assessment.
- Where a child is awarded an EHC plan, additional support may be allocated with extra funding.
- Where a child has a specific medical issue, the school works with the school nurse and parents on a health care plan.
- In the nursery, all children will have a 2 year check carried out by Essex Child and Family wellbeing service. This check could highlight any additional needs and allow for an 'Early years support plan' to start.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Discussion with the children

How does the school consult with the children/ parents of pupils with special educational needs?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. Termly One Plan meetings will be held to ensure:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents
- We will notify parents when it is decided that a pupil will receive SEN support
- Everyone is clear at which point specialists might become involved
- Everyone talks about how effective the plan has been and the progress made

In addition to this some children may require home/school communication book. Photos and observations are also uploaded to tapestry.



How does the school support children and help with transition?

All classes have Learning Support Assistants (LSAs) for at least part of the day, but there is full time support in reception classes. There is extra shared support time in the afternoons in Key Stage 1 classes which may include some support for children with special needs. A transition programme ensures good communication between local early years settings and the school, between teachers as children progress through the school, and then into our adjacent Junior School. There is a close working relationship with the Junior School (N.B. St Andrews Junior School is a separate school to the Infant school);

- Where children transfer between schools there are planned transition arrangements put in place e.g. SEND children moving to the partner junior school. The Junior SENCO attends the Year 2 summer term one plan and additional transition is put in place where required e.g. additional visits, transition book
- All paperwork and records transferred from one setting to the next with permission from the parents
- The SENCOs from both settings meet to discuss individual needs of SEND children



Our approach for teaching children with SEN (including adaptations and extra-curricular activities)

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. All children are regularly assessed by the teaching staff and this progress tracking gives us evidence of who may benefit from extra help. When appropriate, parents are invited in to discuss their child's progress at specific meetings.

- Children with additional needs work for the majority of the school day in the classroom, taking a full part in activities with support where necessary from class teachers or LSAs
- Some children will attend intervention sessions, the focus of which will depend on need and will be discussed during the one plan process. These are usually on a one to one basis or small group. Examples of interventions currently taking place in school include; precision teaching, Little Wandle phonics bear necessities, lego therapy, talk boost, time to talk, gym trail
- For children with physical needs, special programmes of work may be undertaken on a regular basis based on specialist advice
- On school outings, where a child has a complex level of need, the child is supported by an LSA. Parents/carers may be invited to accompany their child where this can be accommodated
- The teachers use a range of tools to help them adapt the curriculum for the children in their class along with advice from our SENCO and specialist teachers when they are involved
 - There are some occasions when children benefit from a quiet working space outside the classroom to work with an LSA on specific individual targets e.g. speech therapy. This is in addition to their normal class work
 - There are some occasions when children will be offered 'over learning' with a chance to repeat activities they may have found particularly difficult



- Children who exhibit limited progress may be invited to Booster Groups (even though they do not have a specific special need identified)
- All staff will be familiar with One Plans and One Page profiles of children on the SEN register. Personal modifications and adaptations will therefore be made to suit the child. Examples of this may include: enlarging materials, using specific equipment to support e.g. standing frame, avoiding copying from the board for some children, breaking instructions down, use of visual support, breaks from learning, use of a wobble cushion, sensory breaks, pre-teaching of vocabulary
- All subject leaders will have a list of children with additional needs and adaptations they require in order to access the learning of their subject
- All our extra-curricular activities and school visits are available to all our pupils (we may ask parents to attend)
- All pupils are encouraged to take part in sports day/school plays/special workshops

How does the school assess and review progress towards outcomes?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

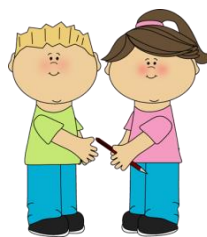
- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behavior
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

- Information about progress is shared with parents at Consultation Evenings, through the Annual Report to Parents or at One Plan Review meetings (held termly) or annual reviews.

How does the school work with health, social care, local authority support services and others in meeting the needs of pupils with SEN?

The SENCO deals with all day to day aspects of SEN including Education Health and Care plans on behalf of the Governing Body. The SENCO refers children for further assessment from Health professionals - NHS Occupational Therapy / physiotherapy / speech therapy if needed. Children with EHC plans may have specialist teacher involvement from the Local Authority and the SENCO may request this. The school, together with advice from relevant professionals will make the final decision as to whether to make an application for an EHC plan. Parents may make an independent application if they so wish.



- The SENCO will signpost services available to parents;
- Specialist teacher support, if needed, may be requested for children with One plans through the SENCO, although this is not always guaranteed;
- Local Authority services are detailed in the Local Offer.

Support for improving emotional and social development

- We provide support for pupils to improve their emotional and social development in the following ways:
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of lego therapy/ time to talk club to promote teamwork/building friendships
- We have a zero tolerance approach to bullying.

Contact details of support services for parents of pupils with SEN

Families in focus [Families In Focus \(Essex\) \(familiesinfocusessex.org.uk\)](http://familiesinfocusessex.org.uk)

Autism links [Essex Parent Partnership Service SENCAN \(autismlinks.co.uk\)](http://autismlinks.co.uk)

Carousel family hub – Braintree district

SEND IASS

Family lives matter [Parenting and Family Support - Family Lives \(Parentline Plus\)](http://parentlineplus.org.uk)

Where can I find the Local Authority's 'Local Offer' for SEN?

Information about the Local Authorities published Local Offer for SEND may be found on the ECC Website:

www.essexlocaloffer.org.uk

What is the school complaints process?

Our aim is to involve parents in all aspects of school including drawing up plans and targets for children. We hope that a strong partnership will help parents speak to us informally if there is a problem we are not aware of.

However, Governors and school staff take any complaint made by a parent seriously. Parents are encouraged to talk to the child's class teacher in the first instance to try and resolve things as quickly as possible. There is an 'open door' policy to both the head teacher and the SENCO and, if available, both will see parents immediately or at nearest convenient time. School staff aim to resolve any issues quickly and in person.

There is a published Complaints Procedure for all parents and this is available from the school office or on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services



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