



# Special Educational Needs Information Report September 2022

We want to ensure your needs are met. If you would like this document in any other format, please contact us:

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## Introduction

The SEN Information Report outlines the aims, principles and strategies to ensure the effective provision for children with Special Educational Needs and Disabilities (SEND) at Hatherley Infant School and Nursery.

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- [Schools SEN Information Report Regulations \(2014\)](#)

It follows the 'Gloucestershire Guidance Booklet for Practitioners Working with Children and Young People (0-25) with Additional Needs including Special Educational Needs and Disabilities.'

It is part of the Gloucestershire Local Offer which can be found: <https://www.glosfamiliesdirectory.org.uk>

## Our School Aims

The school aims for all children to 'Be successful learners' providing an inclusive environment where each child is nurtured and supported to reach their full potential.

In order to ensure that we will:

- Enable all children to become independent lifelong learners who can take their place with confidence and able to cope with the changes the future will bring.
- Provide an enriching experience in which learning and high expectation flourish and where achievements are celebrated.
- Provide an excellent education, through teaching which imparts knowledge, inspires a love of learning and where children are happy, healthy and ambitious individuals.
- Challenge all children according to their individual needs, so they achieve their true potential academically, physically and socially.
- Respect and value all members of our school community regardless of ability, aptitude, gender and race.
- Provide a caring and nurturing community where every child feels; safe, appreciated, receives praise and understanding.

## Special Educational Needs and Disability

### Definition

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

*(The SEND Code of Practice, 2014.)*

They have a disability as defined under the Equality Act 2010, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

The 'Code of Practice' has four main areas which cover Special Educational Needs or Disability. These areas are:

#### **1. Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

#### **2. Cognition and Learning**

Support for learning difficulties may be when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

#### **3. Social, Emotional and Mental Health**

Children with young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

#### **4. Sensory and /or Physical Needs**

Some children or young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

## How does the school match the school curriculum to an individual child's needs?

We ensure that all pupils have equal and full access to learning and that the curriculum is inclusive of pupils with special educational needs and disabilities.

All children have access to a broad, balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development.

We support all children to become confident, resilient and independent learners.

Teachers are aware that children have different barriers to learning and incorporate a multisensory approach into their Quality first Teaching, including the use of visuals, demonstrations, practical activities in lessons, interactive elements using ICT where appropriate. The benefit of this type of differentiation and scaffolding is that all children can access a lesson. For some children these approaches will not be sufficient to meet their special educational needs and they will require more targeted support and intervention. However, this should not be seen as a substitute for high quality teaching.

The school provides a graduated approach of **Plan, Do, Assess** and **Review** to support pupils with SEND. Any additional support and/or interventions which may be provided are closely monitored and reviewed. These could include:

- whole school support including 'Quality first Teaching' through the use of additional resources to access a broad balanced and stimulating curriculum
- small group support for those pupils who are achieving below age expected levels
- focussed, individualised programmes for pupils working well below age expectation

## How do we Identify Children with Special Educational Needs and /or Disability?

Children may be identified as having Special Educational Needs and/or Disability (SEND) using a variety of information including:

1. Liaison with Pre-school group/ nursery/ previous school
2. Child performing below age related expectation
3. Concerns raised by Parent/Carer
4. Through termly Pupil Progress Meetings held between the Teachers/Teaching Assistants/Head teacher/SENDCo
5. Concerns raised by the teacher that a child's social emotional and mental health need is affecting their performance and progress
6. Liaison with external agencies e.g. Speech & Language Therapist/ Health Services
7. Health diagnosis through paediatrician/doctor
8. Discussion through Parent/Teacher reviews
9. Using Local Authority guidelines following the Gloucestershire 'Graduated pathway'

## How does our school ensure that children who need extra help are identified early?

At Hatherley Infant School and Nursery, we recognise the importance of early identification of SEND. Early identification and response will improve the long-term outcomes for children.

Any barriers to learning and additional support required to close gaps in attainment or address specific needs are identified. Where barriers to learning continue to impact on a child's progress, they may be placed on the SEND register with Parents agreement. Additional needs or barriers to learning are also monitored including:

- English as An Additional Language
- Pupils who have experienced Adverse Childhood experiences (ACES)
- Disadvantaged Pupils receiving Pupil Premium
- Attendance and Punctuality
- Being a Looked After Child
- Medical or Physical needs or Disability
- Pupils on CP/CiN plan or open to Early Help
- Pupils who come from a low starting point from Nursery or Reception
- Pupils who have complex family circumstances or lack of family engagement.
- Pupils who have experienced multiple school moves
- Summer born children
- Pupils who have been impacted greatly by the Covid-19 Pandemic.

## How is the decision made about the type and level of support pupils with SEND?

The class teacher is responsible for the progress of all children including pupils with SEND in their class. The progress of all pupils is discussed at Termly Pupil Progress meetings and additional support needed to address any barriers or gaps in learning with the class teacher, SENDCo and Headteacher.

The SENDCo, Jo Johnson, will closely monitor all provision and progress of any child requiring additional support across the school.

The regularity of these sessions will be explained to parents when the support starts and reviewed regularly during Parent /Teacher reviews.

## **What adaptations are made to the curriculum and learning environment to support pupils with SEND?**

We work closely with outside agencies including Health care professions, Educational Psychologist and Advisory Teaching Service, following any recommendations made including resources and strategies.

We make the following adaptations to ensure all pupils' needs are met:

- Additional support is provided to improve access to the curriculum, for example, by grouping, 1:1 support, content of the lesson, adapting outcomes
- Providing additional resources for example word mats, practical apparatus for maths
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font r
- Differentiating and scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, chunking information, using writing frames
- Providing an individual work station, safe space, calming box, ear defenders, movement breaks, visual timetables, individual schedules, visual cues for children with social communication or social and emotional needs

## **What opportunities will there be to discuss my child's progress?**

The school uses Parent/Teacher Reviews where an emphasis is placed on a partnership approach between Parents/Carers and school. Individual outcomes, levels of attainments and details of any interventions are shared. Parents/Carers are advised how to support their children using curriculum plans for each year group and individualised My Plan outcomes.

Your child may have individual outcomes which are detailed on their My Plan/ My Plan Plus if they have been placed on the SEND register, which will be reviewed termly.

If your child has complex SEND they may have EHC Plan (Education, Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress.

We offer an open-door policy where you are welcome to make an appointment to meet with either the class teacher, SENDCo or Head teacher to discuss any concerns you have about your child's progress.

## **How will my child be able to contribute their views?**

We value and celebrate each child expressing their views on all aspects of school life. One of the ways we do this is through the School Council which has an open forum for any pupil issues or viewpoints to be raised. There is also an annual pupil questionnaire with all Year 1 and 2 children.

If your child has an EHC Plan then their views will be obtained before any meetings and they are encouraged to participate in their Annual Review.

Pupils with identified SEND will have individual Pupil Profiles which gather their views about their aspirations, what helps and hinders their learning.

## **What provision is available for children with Social, Emotional and Mental Health needs?**

Hatherley Infant School and Nursery is an inclusive school which welcomes and celebrates diversity. All staff appreciate the importance of building self-esteem and emotional well-being so that every child feels valued and respected.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, and should be contacted via the school Office. If further pastoral support is required, the class teacher can discuss these needs with the SENDCo, Mrs Johnson. At this stage, pastoral interventions may be put in place or external professionals may become involved to deliver specialist intervention such as Play Therapy. In addition, all classes follow the Pink (PSCHE and Safeguarding) curriculum to develop pupils Social Emotional and Mental Health.

If a child has social emotional difficulties, a Behaviour Support Plan would be used to identify specific difficulties, effective strategies, specific rewards and sanctions, which will be agreed with Parents/Carers. After any significant incident we support children to reflect on their behaviour. This helps to identify why the incident has occurred and what the child can do differently.

We promote positive friendships through PSCHE, Circle Time, Circle of Friends or Helping Hands. Parents can contact the SENDCo, Jo Johnson, to seek additional support for behaviour e.g. establishing routines, and sign-posting to outside agencies.

### **How does the school support children with physical needs?**

We work closely with a range of Health professionals including Physiotherapists, Occupational Therapists, Speech and Language Therapist, School Nurse Service, as well the Advisory Teaching Service. These services offer advice, assessments and staff training as needed.

The school building has an accessible toilet and ramps installed to support access into and around the school building.

Virtual multi-agency meetings are arranged at times which allow parents and carers to attend, following Covid 19 guidelines. We value what parents/ carers tell us about their children.

Please refer to Medical Conditions policy for additional support for pupils with medical needs and Accessibility Plan.

### **What training has the staff supporting children with SEND received?**

Our SENDCo, Jo Johnson, is fully qualified and accredited with the National Award for Special Needs Coordinators.

All staff have regular training which has been identified through the School Development Plan. Teaching Assistants have training on delivering interventions used in the school.

The SENDCo attends cluster meetings and training courses where appropriate. One such group is the Gloucester Best Practice Cluster where the focus for SENDCos this year is developing effective scaffolding in the classroom. The SENDCo also attends cluster meetings organised by the Local Authority's ATS and EP team. School staff attend training organised by the LA and other external agencies such as partnership groups.

### **What extra-curricular activities are available for children with SEND?**

All children are included in all parts of the school curriculum including extra-curricular activities and school trips, where reasonable adjustments can be made. A risk assessment is carried out prior to any off site activity to ensure all health & safety considerations are addressed.

### **How will the school prepare and support children with SEND when joining or transferring to a new school?**

Parents of new children are encouraged to visit the school website and contact the school prior to starting.

Any children who find “change” difficult are prepared for any transition. Additional support would depend on your child’s needs and may include the use of transition book/plan and extra visits.

Many of our ‘feeder’ junior schools run a programme specifically tailored to aid transition. We liaise closely with Junior school staff, ensuring all relevant paperwork is passed on and the needs of your child are discussed and understood. If your child has complex needs and an Education, Health Care Plan, transition will be discussed as part of the annual review.

### **What are the responsibilities of our SENDCo (Special Educational Needs Co-ordinator)?**

The school’s SENDCo, Jo Johnson, works closely with the Senior Leadership Team, all staff in the school, parents and outside agencies. Responsibility for co-ordinating the provision for individual children with Special Educational Needs and or Disability and Additional Needs including English as an Additional Language, Medical, Disadvantaged and More Able pupils. The SENDCo will offer support through:

1. Giving advice on issues related to the above
2. Meeting with Parents/Carers to discuss any concerns they may have about their child’s development or learning difficulties
3. Assessments of individual pupils to identify need
4. Referrals to a range of other professionals such as:
  - The Advisory Teaching Service including Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and the Physical Disability Team
  - The Local Authority SEN Caseworker Team
  - The National Health Service including the School Nurse, Occupational Therapist, Physiotherapist, Speech and Language Therapist
  - Educational Psychology Service
5. Monitor the impact of interventions within the school.
6. Monitor the support provided by Teaching Assistants supporting pupils with an EHC plans.

### **What are the responsibilities of the Governors in the school?**

We have a governor who is responsible for SEND/ Inclusion. The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Collaborate with the SENDCo to monitor the provision of SEND (Learning Walks, Book Looks)
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

### **What are the responsibilities of the Headteacher in the school?**

The headteacher, Mr Millington will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## What are the responsibilities for the class teachers in the school?

Each class teacher is responsible for:

- The progress and development of every pupil in their class including SEND pupils following the graduated pathway
- Oversee the support provided by Teaching Assistants and interventions for individual children and how they can be linked to classroom teaching
- Work with the SENDCo to review each pupil's progress and development and decide on any changes to provision for pupils with SEND and any Additional Needs
- Complete SEND paperwork including My plan
- Share My plans with parents and any additional support in place for children with SEND needs and Any Additional Needs
- Complete any additional SEND paperwork to identify and assess pupils, contribute to My Plan Plus and EHC plans

## What do I need to do if I have a concern?

Regular communication between school and home will ensure that any concerns are promptly addressed. Any concerns should be raised in the first instance with the SENDCo. Parents who have a complaint about the school's SEND provision should follow the school's complaint procedure.

## Who can I contact for further information?

Your main point of contact should always be the class teacher, but you are welcome to speak to the Headteacher, or the SENDCo, by contacting the office and making an appointment. You can also get further information by looking at our Policies.

## Who should I contact if I am considering whether my child should join the school?

Contact the School Office, to arrange a meeting. If your child has a special educational need or a disability contact Jo Johnson, our SENDCo, who will discuss how the school could meet your child's need.

### Linked Policies

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|-------------------------------------|---|
| ▪ Curriculum                        | ▪ Teaching and Learning   |
| ▪ Safeguarding and Child Protection | ▪ Assessment  |
| ▪ Pupil Behaviour and Discipline    | ▪ Disability Equality Scheme and Disability Accessibility Plan for Pupils |
| ▪ Complaints Procedure              | ▪ Early Help Offer  |