



Telephone: 01702 468461

## Hamstel Infant School and Nursery SEND Information Report 2020 -21

*This report was compiled as a result of consultation with staff and parents of children with SEND (Special Educational Needs and Disabilities).  
To be reviewed Autumn 2021*

The Local Offer, provided by Southend Borough Council, sets out in one place information about provision expected to be made available for children and young people in their area who have Special Educational Needs and Disabilities (SEND). It has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available to support disabled children and children with SEND and their families.
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents/carers and service providers in its development and review.

Additionally schools have to provide details of the school-specific offer, which is called the SEN Information Report. This should reflect the Local Offer and elaborate on it. Further information on what is available from Southend Borough Council can be found at: [livewellsouthend.com](http://livewellsouthend.com)

The 2014 SEN Code of Practice identifies the main areas of SEND to encompass the following four broad areas:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health**
- 4. Sensory and/or Physical**

### **WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS (SEN) DO THE SCHOOL PROVIDE FOR?**

This document provides details of the resources, interventions etc. that we provide here at Hamstel Infant School and Nursery to support children with SEND. Due to the ever changing needs of our children there may be additional support available that has not been covered here in this document. If you would like further information about what we offer at Hamstel Infant School and Nursery then please do not hesitate to contact our SENCo, Petra Verkooijen directly.

## Communication and Interaction

These include:

### **Speech and Language Difficulties**

- Developmental Language Delay
- Developmental Language Disorder
- Phonological/Severe Pronunciation Problems
- Expressive language Difficulties
- Receptive Language/Language Comprehension Difficulties
- Social Communications/Semantics and Pragmatics Difficulties

### **Disorders on the Autistic Continuum**

- Autism
- Asperger's Syndrome
- Semantic/Pragmatic Disorder
- Impaired Social Awareness
- Impaired Social Communication
- Impairment of Imagination

## **Provision Available**

<p>Speech, Language and Communication Needs</p>	<ul style="list-style-type: none"> <li>• Teddy Bear Screening Kit to assess speech and language on admission to Nursery</li> <li>• Speech Link/Language Link Screening and Intervention Programme on admission to Reception</li> <li>• Access to support and advice from a Speech Therapist – obtained through the Early Help Assessment (EHA)</li> <li>• Access to support and advice from the specialist Speech and Language Teacher based at Fairways School</li> <li>• ELKLAN trained Higher Level Teaching Assistant (HLTA)</li> <li>• Individualised Speech and Language Programmes delivered in conjunction with the Speech and Language Therapist</li> <li>• Makaton</li> <li>• Social Skills Group</li> <li>• Talking Partners</li> </ul>
<p>Autistic Spectrum Disorder (including Asperger's Syndrome and Autism)</p>	<ul style="list-style-type: none"> <li>• Sensory Room and Soft Play Room</li> <li>• Behaviour Profile and Management Programmes</li> <li>• Individualised Personal Timetables</li> <li>• Access to support and advice from the St Christopher's special school who have expertise in ASD Social Stories</li> <li>• Visual Timetables</li> <li>• Use of Time out cards</li> <li>• Access to the Educational Psychologist</li> <li>• Autism Resource Base</li> <li>• Intervention Programmes such as Intensive Interaction, Life Skills, Cookery, Play Skills, Zones of Regulation, Home/School</li> <li>• Communication Booklet</li> <li>• TeamTeach Positive Handling</li> <li>• PECS –Picture Exchange Communication System to support communication</li> <li>• Access to school based speech and language therapy delivered by Speech and Language therapist through EHA</li> </ul>

## Cognition and Learning

These include:

- Mild and Moderate learning Difficulties
- Severe or Profound Learning Difficulties
- Specific learning Difficulties

### Provision Available

Cognition and Learning Needs	Mild and Moderate learning Difficulties	<ul style="list-style-type: none"><li>• Screening Programmes to identify those who need targeted support, including the Aston Index and GLD screening assessment</li><li>• Interventions – group and individual support</li><li>• Access to additional, small group, swimming sessions</li><li>• Gym Trail and Fine Motor Skills interventions</li><li>• Extra RWInc interventions</li><li>• Precision Teaching</li></ul>
	Specific learning Needs (e.g. dyslexia and dyspraxia)	<ul style="list-style-type: none"><li>• Screening Programme and further assessment to devise a bespoke programme of study Access to the Educational Psychologist</li><li>• Specialised programme that develops co-ordination – gross and fine motor skills in conjunction with the Occupational Therapist accessed through school referral</li></ul>

## Social, Emotional and Mental Health Needs

These include emotional and behavioural difficulties

### Provision Available

Social, Emotional and Mental Health Needs	Behavioural Needs	<ul style="list-style-type: none"><li>• Access to specialist behaviour support from the PLT (Parallel Learning Trust) – Victory Park Behaviour Intervention Plan</li></ul>
	Emotional and Mental Wellbeing	<ul style="list-style-type: none"><li>• Access to EWMHS (Emotional Wellbeing Mental Health Service) through parent or school referral dependent on meeting their criteria</li><li>• Nurture and (when necessary) Pre-Nurture Base</li><li>• Boxall Profile assessment Tool on a termly basis</li><li>• Strengths and Difficulties Questionnaire</li><li>• Individualised Programme</li><li>• Attachment Based Interventions</li><li>• Social Use of Language Programme (SULP)</li><li>• Social Interaction</li><li>• Drama and Role Play</li><li>• Cookery</li><li>• Life Skills</li><li>• Music</li><li>• Arts and Craft</li><li>• Self Esteem group</li></ul>
	Social Needs	<ul style="list-style-type: none"><li>• Social Skills Group</li><li>• Joined up working with Social Care and other outside agencies dependent on need and meeting that agencies access criteria. (often accessed through the completion of an EHA)</li></ul>

## Sensory and Physical Needs

These include

- Hearing Impairment
- Visual Impairment
- Multi-sensory Impairment
- Physical Impairment

### **Provision Available**

Sensory and Physical Needs	Hearing Impairment	<ul style="list-style-type: none"><li>• Access to Hearing Impairment Specialist Teacher for the Hearing Impaired based at Kingsdown Special School</li></ul>
	Visual Impairment	<ul style="list-style-type: none"><li>• Access to specialist Teacher for the Visually Impaired based at Kingsdown Special School Touch Typing Programme</li><li>• Physical Environment Audit</li></ul>
	Multi-sensory Impairment	<ul style="list-style-type: none"><li>• Risk assessment and additional support provision as identified</li></ul>
	Physical Impairment	<ul style="list-style-type: none"><li>• Disabled toilet containing hoist/shower facilities</li><li>• Access to swimming – hoist/ramp and shower chair</li><li>• Reasonable physical adjustments</li><li>• Access to support and advice from Physiotherapist and Occupational Therapist as required</li></ul>

## **Medical**

This can encompass many things and will be dependent on the needs of the individual child.

### **Provision Available**

Medical	<ul style="list-style-type: none"><li>• Specialist support as needed</li><li>• Access to specialist medical professionals</li><li>• Access to school nurse</li><li>• Individualised Care Plan</li><li>• Medical Room</li><li>• Secure storage for medication</li></ul>
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## **HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?**

At Hamstel Infant School and Nursery, children are identified as having SEND (Special Educational Needs and Disabilities) as early as possible through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting.
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings).
- Concerns raised by a parent.
- Concerns raised by a teacher using an Inclusion Team referral form.
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language.
- Use of tools for standardised assessment such as: Language Link, Aston Index, Renfrew, GLA Dyslexia Screening Test.
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

## **HOW DO I RAISE CONCERNS IF I NEED TO?**

- Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo (Special Educational Needs Co-ordinator: Petra Verkooijen) or Assistant Headteacher responsible for Inclusion (Andrea Esp). Appointments can be arranged in person or by phone. Please see the school contact details at the top of this report.

## **HOW WILL THE SCHOOL SUPPORT MY CHILD?**

### ***WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?***

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.
- Our SENCo and Assistant Headteacher responsible for Inclusion oversee the progress of any child identified as having SEND.
- There may be a TA (Teaching Assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to you when support begins, as part of a child's bespoke programme of learning and is reviewed and updated during termly parent consultations.

## ***WHO WILL EXPLAIN THIS TO ME?***

- The class teacher will offer to meet with you formally on a termly basis (this could be part of parent consultations or separately), in order to discuss your child's progress and the support that they are receiving.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- The SENCo may attend parent consultation appointments. Appointments can also be made with the SENCo to discuss support in more detail if required.
- ISPs (Individual Support Plans) will be shared with you and your child (where appropriate).

## **WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?**

### ***WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?***

- We are an inclusive school that holds a child's emotional development as a priority. The nurture principles are displayed in all areas and are evident throughout the school.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- The school currently has a Manager for Emotional Wellbeing (Laurie Soane). She can offer support for children in a range of ways including: individual work, parenting groups and the completion of Early Help Assessments (to access a range of external agencies).
- Hamstel Infant School and Nursery also has Sunshine Room, a purpose-built nurture base. The Boxall Profile is used as an integral part of the: assess, plan, do, review cycle.

### ***HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?***

- The school has a policy regarding the administration and management of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office.
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office.
- On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Another member of staff will always witness any administration.
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.
- We have a good ratio of relevant staff trained in Paediatric First Aid and First Aid at Work, which are updated regularly.

- For children with more complex medical needs, an Individual Health Care Plan will be completed in consultation with the parents.

### ***WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?***

- At Hamstel Infant School and Nursery all behaviour is seen as communication.
- The school has behaviour and anti-bullying policies available on the school website. If a child has significant behaviour difficulties, an individual Behaviour Intervention Plan (BIP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. Our Assistant Headteacher for Inclusion works closely with parents and carers to avoid the need to exclude.
- The school has an attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the Early Help Assessment Team or Children's Services if this becomes a concern.
- The school are also able to support families in making contact with other agencies who can provide appropriate support.

### ***HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?***

- Children are routinely asked to reflect on their learning and use 'tickled pink' and 'green for growth' vocabulary to identify successes and areas for improvement respectively.
- All children in Key Stage 1 are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers.
- All children with SEND complete, once a year, a one page profile with a trusted adult. They identify things which are important to them and how they like to learn. These views are the start of an Individual Support Plan (ISP).
- All children have access to a box system in each classroom to communicate if they have a worry or concern.

### ***HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?***

- Our school has an accessibility policy and this is constantly adapted to meet the changing needs of our children.
- All areas of the school accessed by children and parents or carers are accessible by wheelchair.
- Accessible toilet facilities, containing a hoist and shower, are available.
- The swimming pool has a hoist and ramps for accessibility.
- If you have specific access queries or concerns please speak with us.



## ***HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?***

- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Staff receive regular training regarding the use of questioning and practical materials to support and extend learning.
- The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon Maths resources.
- The SENCo reports to the Head teacher and Portico Academy trustees regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.

## ***HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?***

- Analysis of data to ensure that the child is making progress academically against national / age expected levels (or equivalents) to diminish the difference between them and their peers.
- By reviewing children's targets in ISPs and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.

## **HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

### ***WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?***

- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- Every child has a home/school reading record where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible.
- Frequent family learning activities are held for all parents at a variety of times of day during the year e.g. Multicultural week, Maths week, Health week.
- Your child may have an Individual Support Plan that will have individual/group targets. We offer to discuss this with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered opportunities to attend a parent consultation.
- When the child's ISP is reviewed, comments are made against each target to show what progress the child has made.

- If your child has complex SEND they may have an Education Health Care Plan (EHCP). In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

### **HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?**

- As a school we track and analyse the children's' progress in learning against age related expectations on a termly basis.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress throughout Nursery and from entry at Year R through to Year 2, using a variety of different methods. Please ask the school if you require any further details.
- Learning Journey Meetings are held at least termly between each class teacher and the Head teacher, Deputy Headteacher and SENCo. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.
- At Hamstel Infant School and Nursery, we carry out a range of Speech and Language assessments. Children with language difficulties are referred for a full Speech and Language assessment and will work with our HLTA who is specialised in articulation or in our Gold Hut Manager who works with children with expressive and receptive difficulties. Re-assessments are completed at key points to enable us to monitor progress.
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example Aston Index and various standardised assessments, such as BPVS (British Picture Vocabulary Test).
- The Headteacher and SENCo report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the SENCo and attends briefing sessions. They also report back to the Governing Body.

### **HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?**

- All children are included in all aspects of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of school clubs are provided during lunchtimes and before/after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging. Depending upon their needs, it might be appropriate for them to be supported to eat at a smaller table in the dining hall or to play in an area with fewer children, again supported by adults. Each child's needs will be considered on an individual basis.

## **HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?**

- We encourage all new children to visit the school prior to starting.
- We can create 'social stories' with/for the children if transition is likely to prove challenging.
- For children starting in Nursery, home visits are carried out by the key workers and a series of stay and play sessions are offered in the second half of the Summer Term. Where a child has additional needs an early home visit will be completed by the Nursery Manager and the SENCo.
- For children starting in Reception, the Headteacher and Reception teachers hold a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other.
- The Reception Lead will visit each setting and SENCo will visit where it is felt there is a need. Additional visits to the school will be arranged where necessary in consultation with parents and carers.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs, then a Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- Year 2 to Year 3 transition is carefully planned and tailored to meet the needs of the children. It includes opportunities for teachers from each school to observe the practice in both their schools and several opportunities for children to meet key members of staff. Year 2 children with SEND have extra visits to the school and complete a transition booklet.
- At any point where a vulnerable child or a child with SEND is preparing to leave our school, we seek to arrange additional visits for the child in question to support smooth transition.

## **WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Health services including: GPs, school nurse, clinical psychologist, paediatricians, teachers of the deaf, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist outreach teachers.

## **WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?**

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.
- The specific training held by support staff includes: TEAM TEACH, ELKLAN, Talking Partners, Literacy and Maths intervention programmes, Dyslexia, and precision teaching. Along with other training specific to a child's needs including: Anaphylaxis, Asthma, Epilepsy and Diabetes.
- The school always looks for training programmes that will support our children from a variety of internal resources and outside agencies.

## **WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- Please speak to the class teacher in the first instance.
- General information relating to SEND can be found on the school website, including the SEN policy and DfE SEND Guide for Parents and Carers. This can be found in Key Information – Inclusion.
- Further information is available from the SENCo (Petra Verkooijen), Assistant Headteacher Inclusion (Andrea Esp) or the Headteacher.
- The school has a complaints policy, which is available on the Policies and Statements page of the school website.
- For any other advice visit Southend Local Offer: [livewellsouthend.com](http://livewellsouthend.com)

If you are a new parent or thinking of joining us and what you feel your child may need is not covered here please ring and make an appointment so that we can discuss your child specifically.

Tel: 01702 468461 or [office@his.porticoacademytrust.co.uk](mailto:office@his.porticoacademytrust.co.uk)