



# Welcome to SEND at Hamstel Infant School and Nursery

## SEND Information Report

Autumn 2023 – Autumn 2024

### Key People



**Ms P. Verkooijen**

#### **SEND Coordinator (SENCO)**

I lead and manage SEND in school.

#### **How to Contact us**

[PVerkooijen@his.porticoacademytrust.co.uk](mailto:PVerkooijen@his.porticoacademytrust.co.uk)

01702 468461



**Mr S. Roche**

#### **Principal**

I lead and manage the whole school.

#### **How to Contact Me**

[Office@his.porticoacademytrust.co.uk](mailto:Office@his.porticoacademytrust.co.uk)

01702 468461

# Welcome to Hamstel Infant School and Nursery

Hamstel Road, Southend on Sea, Essex, SS2 4PQ  
Ages 3 – 7

This welcome booklet aims to find information around SEND for parents and staff more easily. Any questions or comments, please get in touch.

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## Hamstel Infant School and Nursery

Hamstel Infant School and Nursery is a school for 3 to 7 year olds in Southend-on-Sea. We have 416 children in our 13 classes (including Nursery).



### What is SEND?

A child has SEND if they have a **learning difficulty** or **disability** that we need to make **special provision** for.

Some key terms explained:

- **Learning Difficulty:** when a child finds it harder to learn than most children do.
- **Disability (that we need to make special provision for):** something that hinders a child from using our school facilities.
- **Special provision:** is support that is extra or different to what is typically provided.

### What are our Values?

Every child with SEND can thrive. We do everything that we can to make sure that happens.

That means we:

- provide lessons that meet the needs of every child
- make **reasonable adjustments** to lessons and our school environment
- provide staff training to expand our SEND expertise.

### What are our ambitions for children who have SEND?

We are ambitious for all children with SEND. We want them to make excellent progress. This means they will know more, remember more and be able to do more, despite their SEND.

We want to give them the knowledge and skills they need for adult life. We think about both long term and short term.

In the long term, we want our children with SEND to:

- have excellent basic skills (especially in reading, writing and maths)
- have good friends and relationships
- live a healthy and independent life in the community
- be successful in work.

## What are the types of SEND?



### **The four categories of SEND**

Schools follow the guidelines from the government's SEND Code of Practice, where SEND is broken up into four categories:

#### **1. Cognition and Learning (C&L), including:**

- Learning difficulties
- Dyslexia & dyscalculia
- Focus, attention, or memory difficulties.

#### **2. Communication and Interaction (C&I), including:**

- Autism / ASD
- Social communication difficulties (other than autism)
- Speech & language difficulties (e.g. receptive language difficulties, selective mutism, tongue tie).

#### **3. Social, Emotional Mental Health (SEMH), including**

- ADHD
- Anxiety
- Dysregulated behaviour.

#### **4. Physical / Sensory needs, including:**

- Physical needs (e.g. cerebral palsy, dyspraxia)
- Deafness or hearing difficulty
- Blind or visually impaired.

Some children have more than one type of SEND.

We welcome children with all the above types of SEND who have applied for a place.

If a child has complex needs, we consider admissions on a case by case basis (through an Education Health and Care plan consultation). For more information on this, please contact our SENCO.

## Identification of SEND



### **How do we decide if a child has SEND?**

We will assess the child. This might be an assessment of reading, writing or maths. It could also be assessing a child's social skills or behaviour.

Some parents give us extra information to help us make decisions. For example, this could be an eye clinic report about sight loss, or an autism diagnosis letter.

Sometimes our assessment might be quick. Sometimes SEND only becomes clear when we assess a child over a longer period.

When we assess, we always look out for:

- A child making less progress than their classmates
- A child making less progress than they did before
- A child not closing the gap between them and their peers (despite any extra help that we have given).

Sometimes, we ask outside experts to assess children and give us advice.



### **Is it always SEND?**

Slow progress does not always mean a child has SEND. When we are assessing whether a child has SEND, we also consider other factors such as:

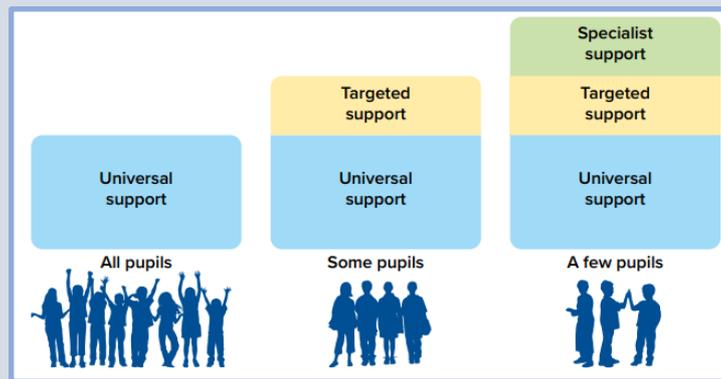
- Attendance
- Issues in that child's life (e.g. bereavement)
- Issues in school (e.g. friendships)

Often teachers address progress issues via adjustments to what is already on offer, without needing SEND provision.

A child does not have SEND just because English is not their first language (although they could have SEND as well).

Also, a child doesn't have SEND just because they were born in summer term (and so have had less time in school than their September born classmates).

## How we meet children's needs?



### Overview

Children's SEND are varied. Not all children need the same level of support. Where need is higher, we usually take more actions. Where need is lower, we might only need two or three adjustments.

We match the level of support to the child's level of need. This matching is called our **graduated response**.

In Southend the levels of support are called:

- **Universal:** Support and opportunities that every child gets.
- **Targeted:** Support and opportunities for children who need a little extra help.
- **Specialist:** SEND support for children to meet their very individual needs.

Teachers and support staff all work at all levels of support.

### Universal

This is quality teaching lead by the class teacher. It includes:

- The learning environment makes pupils feel safe, confident, and valued.
- Positive attitudes are communicated and modelled by staff.
- Proactive and motivational language is used.
- Tasks are modelled or scaffolded by the teacher or adult working with the pupil, and they check for understanding.
- Strategies develop independent learning skills, cooperation, and collaboration.
- A range of lesson activities is planned to take in to account different learning styles.
- Regular opportunity to work cooperatively within a small group.
- There are opportunities for the pupil to explain their learning to others.
- Verbal and or visual cues to assist self-organisation and attention to activity.
- Clear and concise instructions and expectations given by the teacher and other adults working with the pupil for activities and expected learning behaviours.

### Targeted

This is for children who need extra support to catch up with their peers. It is often small group work, either in the classroom or elsewhere in school. For example:

- Strategies to support learning and progress are used by the teacher, under the guidance of the SENCO.
- there might be an individualised curriculum which remains similar to that followed by most pupils, but which supports the pupil's specific learning objectives.
- Individual management strategies are in place.
- The pupil's interests and preferences are gathered, and it is considered how teaching can support these through a personalised learning.
- SMART targets are set and clear plans in place to achieve outcomes.
- Adult support is provided, for example, from time to time linked to certain topics or subjects, dependent on the activity or during unstructured times and where the pupil is required to interact with peers, for activities that specifically relate to the area of need.
- Strategies and advice from the outreach services might be sought and put in place for assessment and intervention, which may be on-going.

### Specialist

This means personalised SEND interventions. For example:

- Specialist agencies and equipment is used.
- Specialist teaching as outlined in an agreed plan.
- Group size, staffing, care, and the environment is highly modified to help access to the curriculum and engagement.
- A tailored curriculum with specialised approaches is in place by staff that have the expertise to adapt daily as need be.
- Staff working with the pupil are appropriately trained by a suitably accredited provider, e.g., as advised by the outreach service, health professional or specialist.



## Assess, Plan, Do, Review

All our SEND support fits into a four-part cycle called *Assess, Plan, Do, Review*.

**Assess:** We decide what the child's needs are.

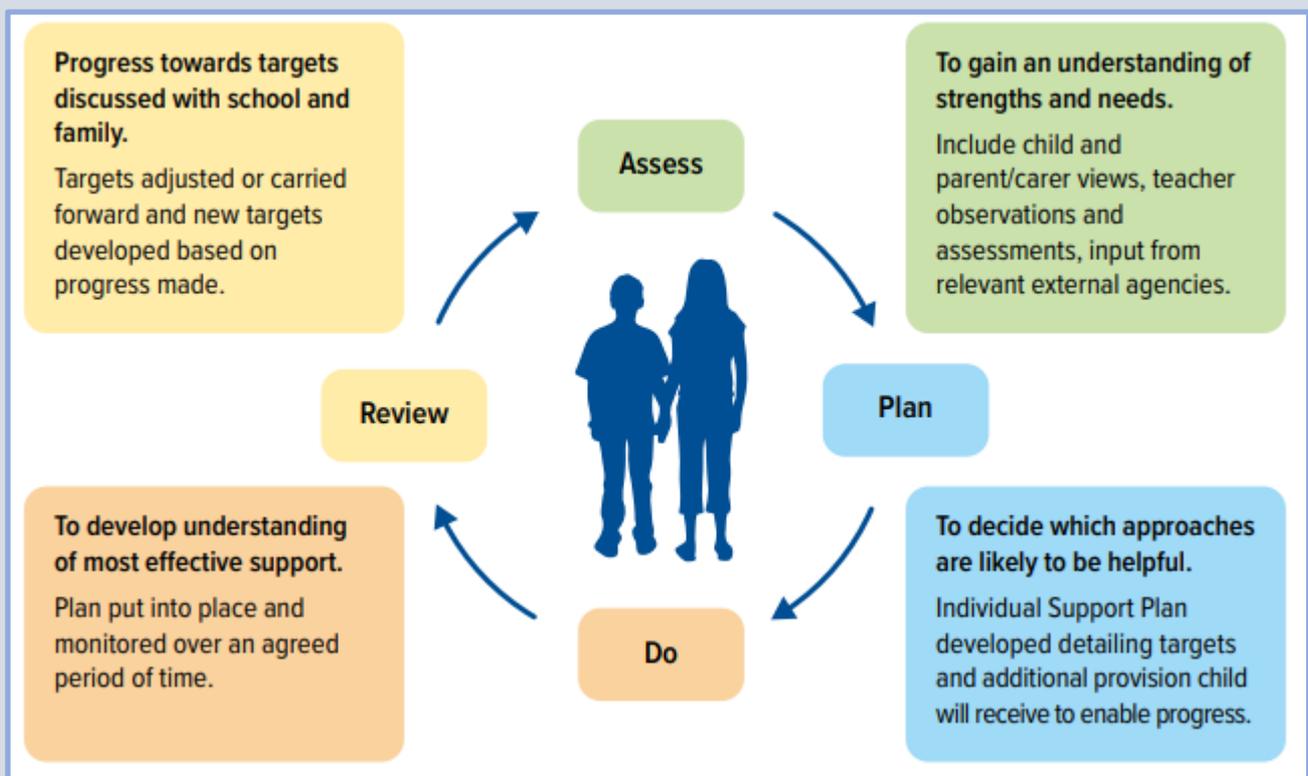
**Plan:** We set targets. We decide how we support the child to meet these targets.

**Do:** Everyone follows the plans we've agreed.

**Review:** We look at how well the plans worked. We agree what to do next.

Each cycle takes one school term and there are three cycles per year.

Sometimes this timescale is shorter (e.g. we are working on an important safety target or because the child is very young and is changing quickly).



# Targets



## SMART Targets

We set targets for children with SEND so that staff, parents, and children know what we are all working towards. These targets are part of a child's Individual Support Plan (ISP).

Social Care Needs Assessment Panel Form (MASC) (SEN Support/ICP) (please highlight an appropriate)		<b>Individual Support Plan</b> (Name Child and DOB)		Year: 2022/23	Home No:
What I will do for my home and school:		What I will do to achieve this year:		What will help me to achieve this:	
My parent/carer(s) thoughts:					
<b>Attainment</b>					
				Attendance %	
				Autumn Term	
				Spring Term	
				Summer Term	
<b>Outcomes - What do I need to be able to do, understand or achieve by the end of this year</b>					
Communication and Interaction (1)					
Cognition and Learning (2)					
Social, Emotional and Mental Health (3)					

Additional Learning Needs (ALN)	Autumn	Spring	Summer	Next Steps requests		
Other agencies involved						
Targets for (child's name):						
	Summer Term Programme	Autumn Term Programme	Spring Term Programme	Spring Term Programme	Summer Term Programme	Summer Term Programme
1						
2						
3						

Colour Key:	(Green box) met or exceeded	(Yellow box) working towards/progress made	(Red box) not on track/below target
Parent's signature and comment			
Autumn			
Spring			
Summer			

## How are Targets Specific?

Specific targets say what the child **will be able to do**. We avoid words that are vague. Instead, we use action words to write targets (e.g. read, write, take turns).

Vague Words (We avoid these)	Specific Action Words (We use these)	Examples
Improve	Add	Jo will add numbers up to 6 using apparatus (e.g. cubes).
Continue	Read	Jo will read all Year 1 tricky words.
Develop	Say	Jo will say sentences that include where or when something happened (e.g. "In the water, the shark hunted her lunch"; "The woodcutter ate his lunch when the sun was high").
Behave	Use	Jo will use calming strategies (e.g. blutack, weighted dog, time out) when he is anxious in class.

## The Role of Parents

For ease of reading, this booklet uses the term “parents” to mean anyone who acts in the role of parent. This can include carers, other family members and, for children who are “looked after”, the local council.



### **Teamwork with Parents and Families**

Parents are a vital to the success of children with SEND:

- Their knowledge helps us to get a complete view of a child's SEND.
- They tell us what strategies work well at home (often good ideas from home can help the child in school).
- Parents attend termly SEND Reviews so we can review their child’s progress as a team.
- Parents use ideas from school to help the child at home.
- Parents share useful information with us to help us meet the child’s SEND (e.g. clinic reports).

When we think a child might have SEND, we discuss this with parents. This is so that we can:

- Find out more about the parent’s views;
- Chat about what the next steps might be (this might include setting targets);
- Agree some long term goals (we might refer to these goals as outcomes).

Excellent teamwork between us and parents is very important to us.

### **Co-Production**

The word *co-production* means parents being a key part of planning SEND support and what’s provided for SEND.



Co-production is really important to us. Parents help by coming to SEND reviews and giving their input or by keeping us up to date on their child’s life.

Just as importantly, parents help us to improve our SEND support through our parent surveys and monthly coffee mornings.

## Support for Parents

### **Southend SEND Local Offer**

This has information, advice and guidance about Support Services that are available for children and young people with SEND and can be found here:

[www.southend.gov.uk/sendlocaloffer](http://www.southend.gov.uk/sendlocaloffer)



### **Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)**

If you need impartial information, advice, and support.

A video about SEN Support is found here: [Education | SENDIASS Southend](#)

FAQs and Myth Busting can be found here: [FAQs and Myth Busting | SENDIASS Southend](#)

**SENDIASS**  
Southend



Special Educational Needs & Disability  
Information, Advice & Support Service

### **Southend SEND Independent Forum (SSIF)**

SSIF is the official Parent Carer Forum for SEND families.

They are part of the SEND Partnership, and make sure that the voice of parents, carers and their children are heard. They can be found here: [Home | Southend SEND Independent Forum](#)



### **IPSEA**

If you need independent legally based advice, support and training you can find this here: [\(IPSEA\) Independent Provider of Special Education Advice](#)



## The Role of Children



The role of children is to **do their very best** so that they **learn more, remember more** and **can do more** for the rest of their lives!

It is also important that adults listen to the views of children with SEND. The child's input can help us unlock extra progress.

- 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 share with a trusted adult, at the beginning of the year 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.

### **Can a child with SEND join in day trips or after school clubs?**



Yes – we make adjustments so that children who have SEND can join in all of school life.

Staff may need to talk to parents to plan adjustments. Or, a parent can talk to their class teacher or a SENCO about if they are worried that their child might need adjustments to be successful.

It is very rare that we must make the hard decision for a child to not attend – in the very small number of occasions this is due to safety, wellbeing, or both.

## The Role of Staff

### Our SENCO: Ms P. Verkooijen



- I oversee and co-ordinate SEND provision for children with SEND.
- I support and guide staff and parents so that children with SEND have both high-quality teaching and ambitious support.
- I advise on the use of school's SEND budget and resources to meet children's SEND.
- I work with the Principal to plan how we will enhance our SEND work.
- I identify training needs and make sure that SEND INSET enhances staff skills.
- I liaise with Early Years settings and other schools to help a smooth transition both in and out of our school.
- I am the key contact for external SEND support services.

### Our Principal: Mr S. Roche



- I set an inclusive ethos for the school.
- I lead and manage the staff team, including the SENDCo.
- I check on the quality of education. This includes SEND provision.

### **Our Teachers:**

**“Every  
teacher  
is a  
teacher  
of  
SEND”**



**“Every  
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## What do our teachers do for SEND?

- Teachers are responsible for the development of *every* child they teach.
- Teachers work closely with support staff to plan and review support.
- Teachers adjust lessons to make them accessible for every child.
- Teachers use assessments to plan inclusive lessons.
- Teachers follow advice from any support services.
- Teachers review each child's progress and plan the next steps.

## What do support staff, including teaching assistants, do?

Support staff are a key part of helping children reach for their best. They support children during lessons and also lead both SEND groups and 1:1 work inside and outside of the classroom.



## Staff Training

Our team have lots of SEND expertise. However, it is important we refresh and develop our learning and further develop our skills.

To train and develop our team, we use:

- Staff meeting and INSET day training
- Staff supporting each other
- Online courses and webinars
- Online information



## Specialist Help

Some students have needs that are very specific or complex. Therefore, we work with support services to benefit from specialist advice. You may sometimes hear us refer to these support services as “external agencies”.

### **Support Services we work with include:**

Health services including:

- GPs
- school nurse
- paediatricians
- teachers for hearing impairment
- teachers for visual impairment
- speech and language therapists
- occupational and physiotherapists;



### **Children’s Services including:**

- Early Help locality teams,
- social workers;
- educational psychologists
- specialist outreach teachers

For most children, we meet their SEND without needing support services. This is because our staff have training and skills to **adapt classrooms and lessons** to meet their needs.

If we think we need extra advice from a SEND support service, we discuss this with the child’s parent. Parents normally understand the many benefits for their child, but they are welcome to chat with the class teacher or SENCO. The parent makes the final decision.

Support services advise teachers and the SENCO. Teachers make sure advice is followed and the SENCO monitors this.



## **When Children Join or Leave**

(This is called transition)



### **How do we help children joining our 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 Principal and Early Years Lead 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 Early Years 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.

### **How do we help children leaving our school?**

- ❖ 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 an 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.

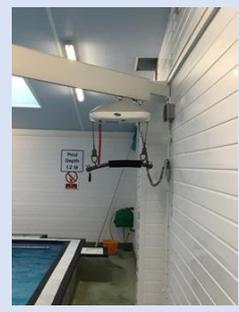
### **Transition to Year 3**

- ❖ 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.

## Our Buildings

### Indoor and Outdoor

- 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.

## Equipment for children with SEND

Some children need extra items to help them be successful at school. Most of these are not expensive and we buy these from our budget.

From time to time, equipment costs much more than this (e.g. hoists, hearing aid loops). If so, we might ask for extra funding from the local council's SEND funds. We do not ask parents to pay for SEN provision from their own money.



## Your Questions Answered

### 1. Does a child need a diagnosis in order to have SEND?

No. Some children do have a diagnosis (e.g. autism, ADHD), but we can address a child's SEND even if they don't have a diagnosis.

We know that families often want diagnosis so that they can be sure what is going on for their child. But, it's also important that we help the child as soon as we can – so we don't need to wait for a diagnosis to make adjustments for a child.

### 2. What is an EHCP?

EHCP is short for *Education, Health and Care Plan*. This is like a contract between a local council, school and parents.

Most children's SEND can be met without an EHCP - we use our SEND funding to do this. Some of these children will have Individual Support Plans (a plan that sets out their needs and how we'll meet them).



A small number of children with more complex SEND have an EHCP (about 2% of all children). Some of these children are in special schools and some are in mainstream schools.

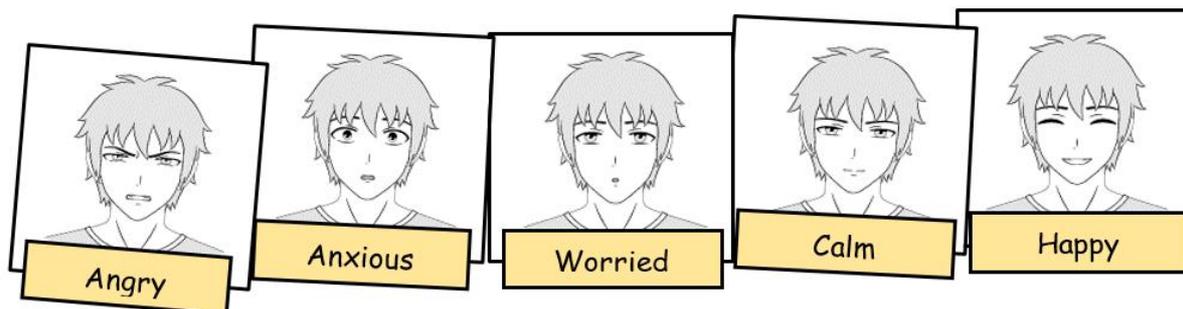
More information on EHCPs can be found on the Local Offer website or you can ask our SENCO about EHCPs.

### 3. Are emotional difficulties always SEND?

No. Some children have time when they are withdrawn or sad (e.g. because of a death of a family member or loved pet).

When a child is distressed, this is often short term. We have a range of emotional support we can offer, depending on a child's difficulties.

Some adverse experiences lead to longer term or more severe emotional issues. If so, the child's difficulties might be assessed as SEND.



A Five Point Scale to help children learn about emotions.

## More Questions Answered

### 4. What support is available for social and emotional needs?

We are proud to be a caring, nurturing and supportive school. We believe that children need to feel happy, secure and safe in order to meet their potential.

Every child is treated as an individual. If they exhibit challenging behaviour, we try to find the causes and then adapt so we can alleviate the behaviour.

Some of our support is available to all children:

- School assemblies about emotions and feelings
- Clear systems for managing behaviour
- Play equipment for children to enjoy at playtime and lunch time
- Staff who offer pastoral support

Some children also have extra support, including:

- Small groups to support social skills
- Timetabled sessions in the Nurture Base
- Behaviour Support Plans to help some children regulate their emotions

### 5. Why don't schools include a child with autism or ADHD as having a sensory need on the paperwork or the school SEND register?

Every school must follow the government's SEND handbook. This is called the SEND Code of Practice. It tells us what categories of SEND we are allowed to use and what each category means.

The government's category "Physical / Sensory Needs" includes three specific sensory needs:



- Visual impairment: Loss of some or all of their sight;
- Hearing impairment: Loss of some or all of their hearing;
- Multisensory impairment: Loss of some or all of both their hearing & sight.

Each of these sensory needs refers to the loss of sight and/or hearing.

Children with ASD or ADHD can also have sensory needs but they have not lost the use of their senses. It's more that they might be over or under-sensitive to sights, smells or sounds etc. Their needs are usually about processing of sensory information rather than loss of vision or hearing.

Although we can't put these needs into the government's sensory needs category, it doesn't make a difference to the support that the child receives.

**If you have any other questions around SEND, please do not hesitate to contact the SENCO!**

## Looked After Children,

LAC stands for Looked After Children. Being looked after means that parents are unable to care for a child and the council or court takes on parenting decisions. This can be temporary or permanent. There are a few ways the child's new care might be provided. Two common ways are foster care or children's homes.

### Who's Who?



**Miss P Verkooijen**  
SENCO

I lead LAC support in school. The full name for my role is "*Designated Teacher for Looked After and Previously Looked After Children.*"

#### **Contact me:**

- [PVerkooijen@his.porticoacademytrust.co.uk](mailto:PVerkooijen@his.porticoacademytrust.co.uk)
- 01702 468461

#### **For our pupils who are LAC and have SEND, we:**

- Monitor progress through a termly Personal Education Plan (PEP).
- As often as we can, schedule PEP meetings at the same time as SEND meetings so that PEPs and SEND plans are joined up.
- Work well with LAC support services (e.g. social workers, the Virtual School Principal).
- Make sure LAC pupils with SEND can join in extra activities, by making extra arrangements such as:
  - Permission from both a social worker and a pupil's carer to allow them to go on a residential trip
  - Liaising with carers and taxi drivers so that a pupil is collected early and gets to school in time for the day trip leaving at 8.00am.
- Use Pupil Premium plus money to get the best outcomes for the pupil.
- Give LAC children equal access to SEND provision that is no less than they would get if they were not LAC.
- Support staff to understand the effects of loss or separation from birth families.
- Know that SEND can make it even harder for some LAC children to trust adults, and how we might overcome this.
- Have big ambitions for our pupils who are LAC and SEND. National data shows that this group of pupils aren't achieving well enough. We'll make sure that no LAC & SEND child is failed by us.

#### **Extra Funding (Pupil Premium Plus)**

We get extra money for LAC pupils and those who were LAC but aren't anymore (e.g. pupils who've been adopted after time in foster care). This money is called Pupil Premium Plus. From time to time, you might also hear it being called LAC Pupil Premium.

Being LAC and having SEND does not mean that a pupil is behind in their learning. For example, a LAC pupil who is very able at maths and English but experiences social difficulties that are identified as a SEND.

## Other Information

### Exclusions

We reduce the risk of exclusions by making adjustments to help everyone fully access life in school.

However, you can find out more about exclusions in our **Behaviour Policy** on the Key Information; policies and statements page of our website.

### Where to find more SEND Information?

Visit our website: [www.hamstelinfants.co.uk](http://www.hamstelinfants.co.uk) to read other policies that link to SEND:



#### **SEND Policy**

Information around SEND, including the process to request an Education, Health and Care Needs Assessment (EHCNA).

#### **Accessibility plan**

A three year plan to be a more inclusive school.

#### **Behaviour Policy**

Rewards, rules, sanctions, approach to bullying and much more.

#### **Medical Conditions Statement**

Support for children with medical conditions and what we do about medicines.

### **Want to read more?**

If you want to read more, these are the key SEND rules and laws:

#### **SEND Code of Practice**

- This is the Government's SEND rulebook.
- Find out more: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

#### **Equality Act**

- This 2010 law outlines our duties to make reasonable adjustments and not discriminate.
- Find out more: [www.gov.uk/guidance/equality-act-2010-guidance](http://www.gov.uk/guidance/equality-act-2010-guidance)

#### **The Children & Families Act**

- This 2014 law outlines our duties for children with SEND.
- Find out more: [www.legislation.gov.uk/ukpga/2014/6/contents/enacted](http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted)



**We hope you found this SEND document helpful. Thank you for reading.**

**We welcome questions and comments – please get in touch with our  
SENCO.**

