

Hartford Infant and Preschool SEN Information Report 2022-23



Our commitment to children with SEND

At **Hartford Infant and Preschool**, we are fully committed to **inclusion**. We want all pupils to be fully involved in every aspect of school life, including lessons, activities, trips, experiences and after school clubs. We strive to remove potential barriers to success.

We have **high aspirations** for SEND children, and want them to become independent, engaged learners who have high self-esteem.

Staff consistently work to ensure children's needs are catered for in all aspects of school life.

We work with parents and other settings before children join us and as they transition to their next school.

I have worked collaboratively with Hartford Infant and Preschool in the past in my role as a Senior Specialist Speech and Language Therapist. The school culture and staff have a strong ethos of supporting all children, including those with SEN and complex needs to build an inclusive school community. I have always found that my recommendations are taken and acted on quickly. There are good lines of communication meaning that children and families are supported in the best way possible.

Shagufta Dalal [Senior SaLT Specialist]

What is a Special Educational Need?

- A child has a **SEN** if they have a learning difficulty or disability which calls for additional or different educational provision.
- This may mean that s/he has a significantly greater difficulty in learning than others of the same age.

What is a disability?

- Some children who have SEN *may* also have a disability. This is a physical or mental impairment, which has a long term and substantial adverse effect on their ability to carry out normal day to day activities (long term is defined as a year or more).
- This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as diabetes, epilepsy, or cancer.
- Schools have a legal requirement to meet the needs of children with medical needs. At **Hartford Infant and Preschool**, this is done using an individualised support plan, created alongside medical professionals.
- We are committed to preventing disabled children being treated less favorably than other pupils which begins at admission.
- Not all SEN children have disabilities.

What is a Special Educational Need (SEN)?

Types of SEN – The SEN Code of Practice (2015) outlines four Broad Areas of Need.

At Hartford Infant and Preschool we provide for them all.

Communication and Interaction

Children with **speech, language and communication** needs have difficulties in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

The **Autistic Spectrum** [ASC] comes under this area of need, children with ASC are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate, severe, and profound learning difficulties. Specific learning difficulties affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

Social, Emotional and Mental Health

Children 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 or disruptive behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are unexplained. Other children may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Condition.

Sensory and/or Physical Needs

Some children have a disability. Many children with vision impairment, hearing impairment or a multi-sensory impairment will require support and/or equipment to access their learning.

How does the school know if my child needs extra support or has SEN?

We may already know that your child needs extra support, or has a SEN, for example:

- If your child has come from a previous school or a preschool which has passed on information to us
- If you have shared information with outside agencies with us

It may be that we identify the SEN ourselves. Children are regularly assessed, teachers would notice, and act, if a pupil is not making expected progress. This may highlight that the pupil needs additional support. If this happens, we have clear paths to follow and intervention can happen at each stage. A child will move through these steps if progress cannot be seen:

- The teacher will discuss the concern with the parent/guardian and will agree a plan of targeted support
- The teacher will raise a concern with the SENCo
- The SENCo may follow this up with an observation or further assessment. The SENCo and teacher will decide upon a course of action (e.g. small group intervention, different strategies or additional resources). Parents/Carers will be involved and informed
- This may mean that the pupil requires a Pupil Profile
- If, after a period, we find that this course of action is not making an impact on the pupil's learning, behaviour or wellbeing then we may, with parental consent and involvement, make a referral to an outside agency such as a Specialist Teacher or Educational Psychologist.



How is my child learning tracked, assessed and recorded?

All children are included in our assessment and tracking throughout the year. They are tracked against their **baseline**.

We keep a SEN register of children receiving additional and or personalised support.

Teachers keep track of children's progress and present this to the Headteacher and subject leads at Pupil Progress meetings each term.

Children with a SEN need have a **Pupil Profile**. These contain important information about them and their targets. Which are updated each term and are shared with parents, as parental voice is an important aspect of planning. The plans follow the '**Assess, Plan, Do, Review**' cycle.

Children with an **EHCP** (Education, Health and Care Plan) will have all the above as well as an **annual review**, where all professionals supporting the pupil are invited to discuss and review their progress.

It is a pleasure to work alongside a school that are not only open to ideas and suggestions but who implement these in their practice and reflect on them to ensure the best outcomes. This showed this morning in our conversation regarding how far some of the pupils have come since my initial involvement. As an outside agency I value the strength in our communication and partnership working.

Lucy Burton [Specialist Teacher]



What support might my child receive?

It is important for **ALL** children have **high quality teaching**. Children at **Hartford Infant and Preschool** are provided with carefully planned opportunities, which build upon prior skills and knowledge. This means teaching can be tailored to individual needs where appropriate.

If a child needs additional support, we will identify the most appropriate provision. This can focus upon any area of the curriculum, social or physical skills.

It may be that a SEN pupil needs focused one to one or group time, to support with a specific target or area of need. This support will be with from a teacher, teaching assistant or outside agency professional.

Interventions are intended to enhance children's learning and increase their progress. Bearing this in mind, it is important to us that children do not miss out on high quality teaching in maths and English, so children are not usually taken out of class during this time.

Our interventions are not necessarily just for academic difficulties. We know that there are social and emotional special needs, and we aim to tailor learning to address the overall well-being of the children. We are mindful of bullying linked to SEN and work rigorously to prevent this.

Some children need specialist equipment. We work closely with outside agencies to source and implement the use of this.

How are children involved in decisions around SEN support?

We involve children in the planning of support (in an age appropriate manner). We talk with children about their work and wellbeing. They are involved in the creation of their **Pupil Profile**. We understand the significance of pupil voice. When children feel involved, they learn to understand their own barriers and work with us to remove these. We work hard to help children to celebrate their successes.

Who are the staff that might support my child?

Firstly, and foremost, your child's **Class Teacher** who will be your first point of contact.

Teaching Assistants, these staff members can provide support in class, in intervention groups and on a one-to-one basis.

The **SENCo** (Special Needs Coordinator) is responsible for the overall monitoring of education for children with special needs and ensuring that the SEN policy is implemented.

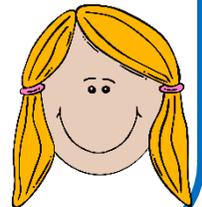
The **Headteacher**, is responsible for the overall learning of all pupils.

Specialist Support Staff, who are from outside agencies who work in partnership with school staff.

Parental Comments – What do you like about SEN Support?

The provision, the support and always being updated about my child's progress and wellbeing.

Everyone has my child's best interests at heart and works tirelessly to make sure his needs are met. Continuous communication between myself, the SENCo and class teacher





Staff Training

- We ensure we have a **well-trained staff** able to meet the needs of children with SEN.
- Staff are trained to adapt our **broad and balanced curriculum** to meet individual or group needs.
- Training is arranged depending on the needs of the children currently on role.
- All staff attend courses aimed at improving knowledge of specific needs and improving support for the children.
- If a child has a specific conditions or medical need training is arranged. We work closely with parents/guardians.
- The SENCo keeps up to date with developments through local and national meetings and training
- We work closely with medical professionals to write **Health Care Plans** and where appropriate risk assessments.
- Key staff are trained to provide personal care discretely and with dignity, fostering independence wherever possible.
- Staff have mental health training which is regularly reviewed and updated.

Is the school accessible for my child?

Hartford Infant and Preschool is all on one level, apart from the external doors to Year Two, which are accessible by a ramp. We are always willing to make adaptations for children with specific difficulties. We take advice from the Occupational Therapists and other services where appropriate.

The carpark is dedicated to staff, but on request the school will grant access for children with mobility difficulties.

We have an **Accessibility Plan**, which is available on the website and updated annually.

What other information will be useful?

Our **SEN Policy** is on the school website.

Cambridgeshire County Council have a **Local Offer**. This is a “front door” to information about education, health and social care.

What information is included in the Local Offer?

Through the web pages in the SEN section you can find:

- How educational settings support children with SEN
- Information about health services
- Information about specialist support services
- Information on the Education, Health and Care Assessment and plans
- Information on school transport
- Information about how schools are funded to support children with SEN
- Resources and guides

Here is the link:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

Cambridgeshire also have a **Parent Partnership Service**. They are there to offer impartial and confidential information and advice to parents of children with SEN.

www.pinpoint-cambs.org.uk

Working in Partnership with Parents

At **Hartford Infant and Preschool**, we believe children progress when **home and school work together as partners**. Parents are invited to be fully involved in the planning and evaluation of their child's provision. We value working with parents, as they can provide an insight into their child's development.

We invite new parents in to visit us. If your child is joining in the Reception Year, we offer a welcome and information meeting. If your child has a SEN, you can meet with the SENCo prior to your child starting. We also arrange visit days for children to help with transition, for a child with SEN these are personalised.

The SENCo will gather parental views to inform future practice. There will also be opportunities for parents to meet with the SENCo, as part of a SEN forum.

Parents are invited into meet with staff to review progress on at least a termly basis. If outside agencies come into school, where possible, parents are invited into meet with them. Parents are welcome to book an appointment with the class teachers or SENCo if they would like advice or to raise a concern.

Evaluating the Effectiveness of SEN provision

The Leadership Team hold termly **Pupil Progress** meetings to track progress from a baseline. The SENCo reports on a termly basis to the Governors and progress is also overseen by the CAM Academy Trust SEN Director, Mrs. Emma Neagle. All interventions are monitored to ensure that expected outcomes are met.

Enquiries

If you think your child has SEN, please speak to your child's teacher in the first instance, s/hewill have the best knowledge of your child, and will be able to answer your questions.

Please feel free to contact the SENCo, **Mrs. McGregor**, if you have any further enquires. Mrs McGregor works in school on a **Tuesday and Thursday**. A message can be left for her with the office staff, or she can be contacted at vmcgregor@hartfordinfantschool.org

If you have any complaints about the school arrangements for SEN, then please ask for a copy of the **Complaints Policy** from the school office.

Working alongside the highly professional and caring staff at Hartford Infant and Preschool has allowed me to guide positive outcomes for a specialized cohort of students, and their families. The environment at Hartford Infants Primary is welcoming, considered, warm and engages student progression and productivity.

Beth Ouzman [Inclusive Development]





Provision for Children with SEN

At **Hartford Infant and Preschool**, we have experience of supporting children with a wide range of SEN and medical needs. These include **Autistic Spectrum Condition [ASC], Visual Impairments, Dyslexia, Speech and Language Conditions, Diabetes, Epilepsy and Emotional Challenges such as ADHD.**

We have access to a range of supporting agencies and Family Support. If a child's rate of progress stops or slows down, we may open an **Early Help Assessment (EHA)** and request support from the most appropriate outside agencies.

We have a **disabled toilet within a hygiene room** with an electrical hoist.

We remove barriers to learning by making reasonable adjustments to provision. An example is a Learning Station, with a visual timetable and ear defenders.

In the afternoons we run **nurture provision** from our dedicated "Nest". This is a space for children who have **emotional** or **sensory difficulties**, to receive dedicated and targeted teaching. This is planned in close partnership with parents and the class teachers to ensure there is an impact for the child in all aspects of their lives.

Interventions are carefully monitored to ensure children make progress against their expected outcomes.

For children who need learning broken down into small steps we use **PIVATs** or the **PDJ (Paediatric Development Journal)**. These systems help us to track the small developmental steps. They are closely monitored by the Specialist Teaching Team and parents/guardians will be involved in planning and evaluation of next steps.

Background Information

We are part of the CAM Academy Trust with capacity for 196 children aged 3-7 years with a two-form entry in school and 25 Preschool Places.

We aim to ensure all children are encouraged, valued, and accepted equally, regardless of their ability or behavioural needs. **Hartford Infant and Preschool** prides itself on its inclusive nature. School has staff with a wealth of experience in successfully supporting children with a range of sometimes complex needs.

Data

Currently at Hartford Infant School we have 13.14% of children with an identified SEN need.

8.57% are SEN Support (12.6% of all pupils nationally July 2022).

In addition, 28% are on our monitoring register which means they may have additional needs and as a result are being closely tracked.

4.57% of children in school have an Education and Health Care Plan EHCP (4% of all children nationally in July 2022).