



Hornchurch Academy Trust SEND Information report

Introduction

Hornchurch Academy Trust Group SENDCO: Mrs A Gillham

Upminster Infant schools Local SENDCO: Mrs E Hebron

Number of Special Educational Needs pupils.

Total on SEND register: 20 pupils

Number of pupils holding EHCPs: 2 pupils

Upminster Infant School is a three-form entry mainstream school and is a part of Hornchurch Academy Trust. Hornchurch Academy Trust is committed to being as inclusive as possible, with the aim of meeting the needs of all the pupils in the schools, including those with Special Educational Need and Disabilities. Our SENDCO teams are made up of a Hornchurch Academy Trust group SENDCO, who has 20 years of teaching experience across both KS1 and KS2, and a Local SENDCO who is based full time within each of the schools.

Our Local SENDCOs can be contacted via the school office. If you have any concerns about your child and would like to speak to the Local SENDCO, please contact the school office to make an appointment.

Telephone: 01708 227320 or email: enquiries@uis.havering.sch.uk

What can a parent do if they have a concern about their child's progress?

If a parent has any concerns about their child, the first point of contact is the class teacher. With agreement, any information will then be shared with the SENDCO team. If a parent wishes to speak to the Local SENDCO regarding concerns about their child, they can arrange a meeting by contacting the school office.

How do we identify children with SEND?

Assessments are carried out on a regular basis to ensure that pupils are making good and expected progress. Different assessment tools may be used where considered appropriate and this will also depend on the pupil's area of need. This enables us to identify those pupils who may need extra help.

When a concern has been raised, the schools will follow the Hornchurch Academy Trust identification process. Depending on the result of these assessments, a pupil may then be placed on the school's SEND register.

What kinds of Special Educational Needs do we provide for in our schools?

Our schools are inclusive schools where every pupil matters (our SEND Policy is available on our website). Our aim is to address and support the needs of all the pupils and to celebrate their effort and achievements. There are four broad areas of SEND needs in which pupils may need specialist provision to decrease their barriers to learning.

These are:

- Cognition and learning
- Communication and Interaction
- Social, emotional, mental health difficulties (SEMH)
- Sensory and physical needs

Below are some of the interventions that we currently run at Hornchurch Academy Trust under the four areas of SEND needs. These are in line with the current needs of our pupils and therefore may be adapted on a needs basis.

<p style="text-align: center;"><u>Communication and learning</u></p> <ul style="list-style-type: none"> • Adapted tasks • TA/teacher small focus groups • Visual support and manipulatives • Pre-teaching • Catch up groups • Computing equipment <p><u>Reading, writing and spelling support</u></p> <ul style="list-style-type: none"> • Precision Teaching • Adapted spellings • Extra reading sessions • Handwriting interventions (happy hands) • Phonic interventions 	<p style="text-align: center;"><u>Communication and interaction</u></p> <ul style="list-style-type: none"> • Speech link interventions • Language interventions • Visuals • Visual schedules • Workstations • Attention and interaction group • Intensive interaction • PECs • Lego therapy • Colourful semantics • Computing equipment
<p style="text-align: center;"><u>Social, Emotional and Mental Health</u></p> <ul style="list-style-type: none"> • ELSA interventions • Family Support Workers • Social stories • Comic conversations ¹ • Zones of regulation ² • Lunch time support/clubs • Mindfulness 	<p style="text-align: center;"><u>Physical and Sensory</u></p> <ul style="list-style-type: none"> • Happy Hands and healthy body • TAC PAC • Sensory circuits/ladders • Physical aids • Movement breaks • Computing equipment

¹ Conversations using simple drawings

² Programmes to develop emotional self-control

The schools all have teachers and TAs who have been trained to support a range of special needs pupils. Training is on-going throughout the year so that all members of staff have the necessary skills set to support pupils with SEND and are able to carry out the above interventions.

How will the schools support a child with SEND and share information with parents?

Once a pupil has been identified with a SEND need, a Learning Plan will then be written, which the class teacher plans. This will be adapted according to need and will have appropriate individual targets. A copy of the targets will be shared with the parents during the termly parent consultation meetings, where parent's views will be recorded. This may include additional general support by the teacher, teaching assistant or an outside agency.

Parent meetings happen in the Autumn, Spring and Summer terms where progress is discussed. However, parents are encouraged to make an appointment to speak to the class teacher or Local SENDCO at any other time if there are concerns, or if more information is required about the progress of the child.

If a pupil has needs relating to specific areas of the curriculum then the pupil may receive extra support, this may be delivered in a small group. This group will be run by the class teacher or teaching assistant. The length of time of the intervention will vary depending on the type of intervention. The interventions will be regularly reviewed by all those involved, including the SENDCOs, to ensure it is effective and to inform future planning.

These interventions are recorded on a Provision Map. This is a record of the different interventions and their timings. The impact of these interventions is then measured through regular assessments, monitoring and termly tracking.

Pupil progress meetings are held half-termly with the class teacher, SENDCOs, members of the Senior Leadership team and the teaching assistant if appropriate. These meetings are to discuss the progress of pupils and the impact of these interventions, and to raise any issues or highlight any problems in order for further support to be planned.

Occasionally a pupil may need additional support from an outside agency. Referral forms are completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is implemented.

The agencies used by the school include:

- Speech and Language Therapy
- Educational Psychologist
- Behaviour and Attendance Support Service
- CAMHS (Child & Adolescent Mental Health Service)
- Educational Welfare Officers
- LSS (Learning Support Service) to support pupils with learning, hearing, visual or physical Impairment

- Social Services
- Occupational and Physiotherapy
- NHS services incl. Paediatricians
- School Nurse

High quality teaching ensures that work is adapted to closely match the ability and learning needs of all the pupils. When a pupil has been identified with special needs, their work will be adapted by the class teacher in order to remove barriers to learning and enable them to access the curriculum.

If it is appropriate then a teaching assistant may be allocated to work with the pupil on a 1-1 basis or in a small focus group in order to target more specific needs.

If a pupil has an Education Health Care Plan then an Annual Review will take place. This is carried out in consultation with parents, the class teacher, SENDCOs and the child.

How do we consult pupils with SEND and involve them in their education?

The school recognises the importance of the pupil voice. Pupils with SEND are involved in the setting of targets on their Pupil Passports and Learning Plans.

Pupil passports are written annually and assessed every term. Targets are shared and discussed with the pupils and where appropriate, a pupil can add his/her own target to the Learning Plan.

How do the schools support the emotional and social needs and overall well-being of children with SEND?

The schools offer a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties. The mental health well-being of our pupils is a priority for our school.

These include:

- Members of staff such as the class teacher, teaching assistants, Head of School and SENDCOs are readily available for pupils who wish to discuss issues and concerns.
- Clubs are available for those who need extra emotional support.
- The school refers children to the Family Support Worker if there is a need. Additional counselling in school is organised when required.
- Intervention groups such as social skills, are run in the afternoons by TAs.
- The schools have an ELSA trained TA who supports pupils emotional and wellbeing needs.

How do we enable pupils with SEND to engage with the school curriculum, including school trips?

- Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all pupils to participate.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, an additional member of staff or a parent/carer may also be invited to accompany their child during the activity in addition to the usual school staff.
- Suitable transport for disabled pupils is arranged wherever possible. If this cannot be arranged due to a lack of suitable vehicles, then discussion with the parents will take place to discuss a way forward. The venue will be suitable and meet the needs of all pupils.

How accessible are the schools environments?

All schools within Hornchurch Academy Trust are happy to discuss individual access requirements. Facilities we have at present include:

- The school is on ground floor level
- Toilets and shower adapted for disabled users.
- An up to date Accessibility Plan.

How do we support pupils when joining and leaving our schools?

We understand what a stressful time moving schools can be. We therefore, have many strategies in place to enable the pupil's transition to be as smooth as possible.

These include:

On entry

- Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- There is an opportunity for pupils to visit the school with their parent/carer.
- Pupils will visit the school with their class to meet their new teacher and be shown around the school.
- In exceptional circumstances, if parents, or teachers, feel a pupil is not ready for full time school, they can remain part time with a phased transition into full time school.

Mid-year transition

- Currently we give all pupils a tour of the school with their parent/carer.
- Introduce pupils to their new teacher and other key members of staff.
- Agree the start date. In certain circumstances, such as the pupil having been educated at home or they have received alternative provision, special starting arrangements may be agreed.
- Contact the previous school for the pupil's records. Where there are concerns the SENDCO will be contacted by phone.
- The school will liaise with the receiving school regarding any pupil leaving mid-year, in order to transfer relevant information.

Transfer to secondary school

- Secondary school staff visit pupils prior to them joining their new school.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENDCOs, the secondary school SENDCO, the parents/carers and where appropriate, the pupil. At the meeting it may be decided that a more detailed programme of induction may be needed.
- Relevant information and records will be passed to the secondary school SENDCO.

How are the school's resources allocated and how is the decision made about how much support a pupil will receive?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- Further support or resources may be allocated to your child following assessments by school staff or outside agencies.
- Funding may be used to buy in specialist support.
- The Head of Schools and SENDCOs will consult with each class teacher and agree the level of support needed for individual pupils. This support is then planned by each class teacher in consultation with the SENDCOs. It may take the form of additional individual or small group support in class or in other focus groups tailored to the pupils needs.

How do we support children with medical needs?

- If a pupil has a medical need then a detailed Health Care Plan is compiled by the school nurse in consultation with parents/carers and the Local SENDCOs. These are discussed with all staff who work with the pupil.
- As necessary, and in agreement with parents/carers, medicines are administered in school where a signed Health Care Plan is in place. When necessary, parents may come into school to administer Antibiotics following discussion with the office staff.
- Staff receive Epi-pen training annually which is delivered by the school nurse.
- Staff are also trained in other specialist medical conditions e.g. diabetes and epilepsy as necessary.
- The schools have a programme for training all staff in basic first aid.
- The schools ensure that at least one member of staff is a paediatric first aider.

Where can the Local Authority's Local Offer be found?

Information on the Local Authority's Local Offer can be found here:

www.havering.gov.uk/directory