

Higham Ferrers Nursery and Infant School

SEND Information Report 2023-24

Introduction

All Northamptonshire LA Schools have a similar approach to meeting the needs of SEND pupils (Special Educational Needs and/or Disabilities). The LA supports the school to ensure that all pupils regardless of their specific needs make the best possible progress in school.

The 4 areas of SEND are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory/Physical

The Northamptonshire Local Offer

The intention of the Local Offer is to be an important resource for parents and families in understanding the range of services and provision provided locally.

www.northamptonshire.gov.uk/localoffer

Schools use the Local Offer to meet the needs of SEND pupils as determined by the School Inclusion Policy.

If you are concerned about your child's needs:

1. Talk to the class teacher. S/he is responsible for:
 - Checking your child's progress, identifying, planning and delivering and additional support needed.
 - Recording what is delivered and the impact.
 - Writing IEPs for pupils with significant needs, with information from parents and pupils where applicable.
 - Liaising with the SENCo.
2. Arrange to talk to the SENCO, Mrs Carmen Smith. She works 3 days a week, Mon – Weds. She can be contacted by ringing the school office 01933 312904 or by email.
She is responsible for:
 - Developing and reviewing the Inclusion Policy
 - Co-ordinating all the support for pupils with SEND

- Supporting class teachers in planning and assessing SEND support and recording progress in the Provision Map.
 - Ensuring that parents are fully informed about any concerns and extra support their child receives.
 - Making referrals to and liaising with the appropriate agencies when necessary e.g. SALT, OT, School nurse.
 - Updating the schools SEND register and ensuring records of progress are kept.
 - Monitoring and delivering or facilitating training according to the current needs in school, to ensure the children with SEND receive the best education with their needs being met.
3. Arrange to meet Mrs Claire O’Leary, the Family Support Worker. She works 4 days a week, Mon – Thursday. Please ring the school office 01933 312904 or email FAO C O’Leary at office@hfi.education She is responsible for helping and supporting families in many ways including:
- Advice and signposting to services
 - Supporting families to develop parenting skills
 - Supporting parents to develop positive relationships with school and agencies.
 - Supporting parents with attendance and punctuality to minimise the effects on learning.
 - Making referrals to agencies including Mental Health Support teams
 - Monitoring attendance
 - Working with families on safeguarding concerns.
 - Working with children on Protective behaviours and nurture.
4. Arrange a meeting with the Head Teacher Mrs Jane Toyer. She is responsible for:
- The day to day management of all aspects of the school, including the support for SEND children
 - Making sure that the Governing Body are kept up to date with all SEND related issues in school.
 - Overseeing all aspects of children’s mental health and well-being alongside the Mental Health Lead, Mrs G Foley.

The Head Teacher gives responsibility to the SENCo, Family Support Worker and class teachers but is ultimately responsible that the needs are met for all children with SEND.

5. Our SEND Governor is Katie Green and she can be contacted via the school office; office@hfi.education

Current Support available in School

Quality First Teaching - Class teacher

The teacher:

- Has the highest possible expectations for your child and all children in the class
- Will ensure that the teaching is built on previous knowledge and is built on what your child can do.
- Will ensure that teaching is delivered in different ways to meet the needs of all pupils.
- Will ensure that any specific strategies advised by outside agencies are implemented.
- Will check understanding, monitor progress and ensure that gaps in learning are met to ensure children make the best possible progress.

Specific Group Work and Interventions

These may take place in the classroom or a shared area in school. They may be delivered by a teacher, HLTA, TA or SENCo. They may be delivered by a specialist outside agency in school.

If a need is identified for your child they may be given an IEP (Individual Education Plan).

IEPs

If a child has an IEP, this means that a need has been identified that requires extra support. This will take place during the day at the most appropriate time for the child. Parents will be involved on the whole process from discussing concerns to regular monitoring of the IEP and a regular review of targets. Review s will be completed at the end of each term.

One Page Profile

Some children will have a One Page Profile. This is a short document often written by teachers, with some information from parents. It includes a photograph of the child and information about things the child is good at, things to be admired about the child and ways to support the child. It is a child friendly document for the child to have access to.

Early Help Locality Funding

School can apply for extra funding to help support the needs of children with SEND but it requires evidence that work has been completed, progress limited. It does not require children to be on an EHCP. The evidence is submitted and looked at by a panel of professionals before a decision is made.

The Children and Families Act 2014 extends local authorities' statutory duties relating to SEND across the 0-25 age range. A range of providers have a duty to cooperate with the local authority on arrangements for children and young people with SEND. Under current rules, mainstream schools educating high needs pupils have to pay for the first £6000 of their teaching and support first.

Outreach Support

There are two Outreach support teams currently. These teams make recommendations for pupils who are not making progress despite the additional support being in place in school. One team is based at Rowan Gate. They will support with Communication and Interaction and Cognition and Learning needs. The second team is based at Maplefields and supports children with Social, Emotional and Mental Health Needs. Mrs Smith (SENCo) will approach you if it is felt we need to approach either team for support. Parental views are important for the referral. Should the referral be successful the outreach worker will observe your child in school and make some recommendations for how to support and meet the needs.

Education and Health Care Plan (EHCP)

Support through and EHCP is available for children whose needs are more severe and complex and cannot be overcome through Quality First Teaching or Early Help Locality Funding.

The child will have been identified by professionals as needing a particularly high level of support and possibly specialist support outside school also.

If staff feel that a child requires an EHCP then the SENCo will make the request to the local authority using evidence from school, parents and external professionals. A panel of professionals will discuss the case and make a decision. If it is successful, the EHCP will outline the number of hours support recommended, how it should be met and long term aims and short-term targets will be provided. An additional adult may be needed to deliver the programme, which may be support in whole class learning, small group interventions, physical programmes of work or individualised learning programmes.

Provision Map

The needs of all SEND pupils are tracked on a School provision map which is monitored and updated regularly. Your child's progress will be continually monitored by the class teacher and SENCo formally at Pupil Progress meetings.

Accessibility

The school building is on a single level. Access into the hall and all classrooms is appropriate for those with wheelchairs and walking aids.

We ensure that all equipment is accessible to all children regardless of their need.

We aim to ensure that all children, regardless of need can access extra-curricular activities and school trips or wow days and events.

We take advice from external professionals regarding physical, visual, medical need to ensure the children can access the building and learning. Adaptions are made if necessary and wherever possible e.g. white/yellow lines painted for visually impaired, slopes provided for wheelchairs, resources purchased to support visually and hearing-impaired children.

Transitions

In school transitions

When children move to a new class, class teachers meet to discuss needs, IEPs, one-page profiles and support or interventions required.

Transition days take place in order for the children to familiarise them selves with the new environment and staff.

Social stories may be written to ease worries about transitions and prepare for the change. Extra visits may be put in place if required.

Emotional and Social Development Support

We recognise that pupils with SEND may have emotional and social developmental needs also. To meet this need we can offer support from the:

- TAs
- ELSA
- FSW
- SENCO who can deliver nurture sessions, Drawing and Talking sessions.
- EHAs (Early Help Assessments)
- Referrals to the school nurse team.
- Referrals to outside agencies e.g. bereavement, SSS

The Designated Safeguarding Lead is Jane Toyer, the Head Teacher. The Deputy Designated Safeguarding Leads are Sara Miller (Deputy Head Teacher), Claire O'Leary (Family Support Worker) and Samantha Farrell.

Relevant policies:

Safeguarding

Inclusion

Behaviour

Anti-Bullying

This will be reviewed September 2025.