

Hatfield Peverel Infant and Nursery School

Information Report for Special Educational Needs and Disability 2026-2027

We value all children equally and believe that every child matters. We aim to meet individual needs and provide opportunities for children to make good progress; all children should enjoy reaching their goals and have this achievement celebrated. We want all our children to be safe, achieve well, be healthy, be happy and grow up to be successful adults who make a positive contribution to the society in which they live.

Children gain in confidence during their time at our school and their achievements are celebrated by both staff and pupils. In addition, all children are encouraged to work with **Effort**, show **Respect**, develop **Independence** and show effective **Communication** as part of our ERIC targets and values. You can find out more about ERIC on our school website.

To find out more about our school, parents can visit the school; come and meet the SENCo, look at the school website, or read our Special Educational Needs Policy for further information.

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1) What types of SEN does the school provide for?

Hatfield Peverel Infant and Nursery School does not have a special unit or specialise in any specific SEND provision. We support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school.

SEND is categorised into the following areas in the SEN code of practice 2014. Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and Interaction	Autism Spectrum Disorder
	Speech and language difficulties
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, Emotional and Mental Health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or Physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2) Who is the SENCO and how can I contact them?

The school SENCO is Mrs McGaughey and she works 4 days a week. Please contact the school office (01245 380220) for an appointment with Mrs McGaughey, or with the Headteacher. They will be pleased to answer any questions you may have. Amanda Smith and Lesley Henderson are the SEND governors for the school and meet with the SENCO termly.

3) What kind of expertise does the school have?

The school provides effective provision for children with a range of additional needs such as:

Communication and Interaction– Lego Therapy, Talk Boost, Early Years Talk Boost and Attention Autism sessions. In addition to this, a private speech therapist from 'Building Blocks speech' comes into school once per term to assess children with speech production difficulties. Mrs Chipperfield is our Communications LSA. She follows the care plans from Provide and C and D in order to provide additional speech interventions.

Cognition and Learning – Precision Teaching, Individual reading sessions, catch up phonics and pre-teaching.

Social, Emotional and Mental Health – Zones of Regulation, SMART thinking (stop, think, choose, do) use of emotional regulation plans, social stories.

Sensory and/or physical needs – Adapted resources e.g., scissors/ writing slope/ chairs/ pencils, following recommendations from Occupational and Physio Therapy.

Staff training is dependent on the needs of the children. The majority of our staff have received the following training:

- Good Autism Practice
- Talk Boost/ Early Years Talk boost (to support pupils with speech and language difficulties)
- Supporting pupils with ADHD
- Precision Teaching (learning intervention)
- Attention Autism (for specific staff members)
- Our school is now a Trauma Perceptive Practise school (TPP).
- Staff access the support of other professionals such as speech and language therapists, occupational therapist, specialist teachers and our inclusion partner.
- The SENCO has 15 years' experience as a primary based SENCO and 25 years' experience as a class teacher. She has completed the SENCO accreditation course.

4) What should I do if I think my child has SEN?

If you think your child might have SEN, the first person you should tell is your child's class teacher. They will pass the message onto the school SENCO who will be in touch to discuss your concerns. We will try to get a better understanding of what your child's strengths and difficulties are. If it is decided that your child requires SEN support, you will be notified and your child will be added to the school's SEND register.

Please see 'Early Identification of SEND' flowchart on the school website.

5) How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who are not making the expected level of progress (either academically, emotionally or socially). All children are regularly assessed by their teachers and we hold a meeting each term with the teachers and Headteacher to check the progress of all our children. The class teacher, Headteacher and the SENCO all use assessment information and their knowledge of each child's progress to identify those who may have a Special Educational Need. The DFE definition of SEN is:

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'.

If the teacher notices that a pupil is falling behind, they will try to fill any gaps by offering additional support/ boosters. If your child continues to make slow progress, the teacher will talk to the SENCo, and will contact you to discuss the possibility that your child has SEN.

If your child does need SEN support, their name will be added to the school's SEN register and the SENCo will work with you to create a SEN support plan (one plan). Targets set are focused on the child's personal and academic achievement.

Some children with SEN, will not require specific interventions or targets set and so a one plan will not be necessary. However, they may require a document clearly outlining additional support, adaptations and modifications needed. In these instances, a one-page profile will be created in conjunction with the family and pupil. This will then be shared with all relevant members of staff. The pupil's name will be added to the 'SEN monitoring' list.



In Nursery, all children will be given a two-year health check carried out by the Essex Family and Child Well-Being Service. This could highlight any additional needs and an 'Early Years Support Plan' could be started.

A small number of children may need an Education, Health and Care Plan (EHC plan) so a detailed assessment is carried out in consultation with the parents and specialists. The school or parent may make a request for Statutory Assessment. Where a child is awarded an EHC plan, additional support may be allocated with extra funding.

If a pupil has medical needs, then a detailed care plan will be written in consultation with parents and relevant professionals. Staff will receive medical training where necessary. The care plan will be shared with all staff.

6) How will the school measure my child's progress and evaluate the effectiveness of SEN provision?



We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment or behaviour.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.
- Information about progress is shared with parents at Consultation Evenings, One Plan Review meetings (held termly) or annual reviews.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Monitoring by the SENCO
- Using provision maps to measure progress

- Holding annual reviews for pupils with EHC plans
- Discussion with the children

7) How will I be involved in decisions made about their education?

We will provide termly one plan meetings in order to set outcomes, review progress and discuss the support needed to be put in place. These meetings will be held with your child's class teacher although the SENCo may also attend. In addition to this, we hold parents evening in the Autumn and Spring term and provide a school report in the Summer term.

Prior to or during the one plan meetings, we will gain your views on your child's needs and aspirations as well as what you think is working well or not working. We will also ensure:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear at which point specialists might become involved.
- Everyone talks about how effective the plan has been and the progress made.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

In addition to this some children may require home/school communication book. Photos and observations are also uploaded to tapestry.

8) How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

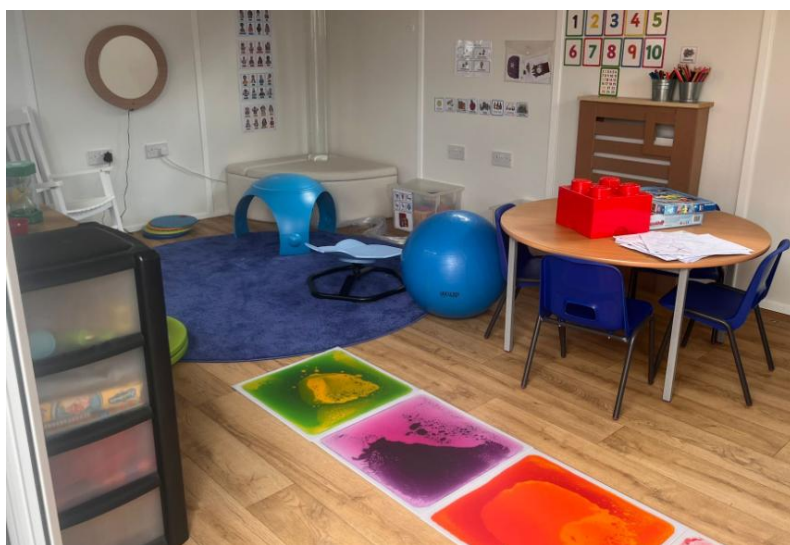
We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, work stations, visual timetables etc.

In addition to this, we may also provide interventions listed in point 3.

If appropriate, some pupils with an Education, Health and care plan may attend our internal provision 'The Nest'. The Nest provision provides additional specialist interventions with a focus on developing Speech, Language and communication Needs, for example, daily attention autism sessions, intensive interaction and using core boards/ Makaton. In The Nest they follow the sensory curriculum, learning through play, develop their personal, Social and Emotional skills as well as communication and language. The provision offers 1:1 and small group work when applicable. How the nest provision is used is dependent on the individual needs of the child. It is always our aim for the pupils to be integrated into the mainstream school wherever possible. In general, pupils attend the nest in the mornings and back into their allocated class for afternoon sessions.



9) How will the school make sure me child is included in activities alongside pupils who do not have SEND?

All of our extra-curricular activities and school visits/ trips are available to all our pupils. All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability. We will make whatever reasonable adjustments are needed to make sure that they can be included where possible or that alternative options are offered. The safety of all of our pupils is paramount and so in some instances, with off-sites trips or visits, a risk assessment may be carried out. In some cases, it maybe required for a parent/ guardian to accompany their child on the trip/ visit. This will always be discussed in advance.

10) Securing equipment and facilities

Governors are committed to ensuring all pupils with SEND take part in all aspects of school life. There is an accessibility plan and this is regularly updated and resourced to meet statutory requirements. There is a designated sensory room and specialist resources available such as writing slopes, support seating cushions, pencil grips, adapted scissors, ear defenders and coloured overlays. The

school works closely with outside agencies to secure specialised equipment and ensures this is well maintained and used effectively. The school is a single floor building with no stairs and there is one disabled toilet near the school office. If required, the Local Authority will send a representative to complete an access report. For example, if a pupil has a visual impairment or physical disability, they suggest modifications for our school to make in order to ensure we are as accessible as possible.

11) How will the school support my child's mental health and emotional and social development?

At Hatfield Peverel Infant and Nursery School we believe in the importance of relationships, ensuring children and young people feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP). These values are Compassion and Kindness, Hope and Connection and Belonging. We endeavour to make sure that these values run through and alongside our 4 school ERIC values.

- Effort
- Respect
- Independence
- Communication

These values run through all the school policies and practice.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to apply to be part of the school council.
- Offering targeted interventions to support the development of social skills such as lego therapy, talk boost, time to talk.
- We have a 'zero tolerance' approach to bullying.
- 'Take a break' club at lunchtime for those children who struggle in the playground (invite only).
- Calm areas in all classrooms.
- A significant focus on Social and Emotional Development within our PSHE curriculum (including zone of regulation).

As part of our TPP training, our staff are PRICE trained. This is a specialised programme for schools and care settings focused on Restrictive Physical Intervention (RPI) and Positive Behaviour Support (PBS). Provided through partnerships with Essex County Council, it stands for Protecting Rights In a Caring Environment (please see our 'restrictive intervention and use of reasonable force' policy for more information).

Some children may require individual risk assessments. These documents will identify individual hazards, who is at risk and control measures put into place. The risk assessments will identify if use of reasonable force is likely and will be shared with parents/ carers. Risk assessments are always used in conjunction with emotional response plans. These documents focus on de-escalation techniques.

12) What support will be available for my child to transition between classes or settings?

A transition programme ensures good communication between local early years settings and the school, between teachers as children progress through the school, and then into our adjacent Junior School. The Junior SENCo attends the Year 2 summer term one plan and additional transition is put in place where required e.g., additional visits, transition book. All paperwork and records are transferred from one setting to the next with permission from the parents. When moving between classes within the school, the children will receive a photobook over the summer containing photos of new teacher, classroom and support staff in the class. Towards the end of the summer term, children will engage in informal transition visits e.g., taking a note to their new teacher, new teacher/ staff visiting the pupil in their current class.

13) What should I do if I have a complaint about my child's SEN support?

Our aim is to involve parents in all aspects of school including drawing up plans and targets for children. We hope that a strong partnership will help parents speak to us informally if there is a problem or concern we are not aware of. However, Governors and school staff take any complaint made by a parent seriously. Parents are encouraged to talk to the child's class teacher in the first instance to try and resolve things as quickly as possible. There is an 'open door' policy to both the Head teacher and the SENCo and, if available, both will see parents immediately or at nearest convenient time. School staff aim to resolve any issues quickly and in person. There is a published Complaints Procedure for all parents and this is available from the school office or on the school website. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

14) What support is available for me and my family?

As a school we hold informal coffee mornings with the aim of supporting parents of children with additional needs. We will also sign post any relevant information or courses through parent mail. The following information may also be beneficial:

- Families in focus [Families In Focus \(Essex\) \(familiesinfocusessex.org.uk\)](http://familiesinfocusessex.org.uk)

- Autism links [Essex Parent Partnership Service SENCAN \(autismlinks.co.uk\)](http://autismlinks.co.uk)
- Carousel family hub – Braintree district
- SEND IASS - [Essex SEND - Information, Advice and Support Service \(essexsendiass.co.uk\)](http://essexsendiass.co.uk)
- Family lives matter [Parenting and Family Support - Family Lives \(Parentline Plus\)](#)
- SNAP charity - [SNAP Charity - Registered Charity No.1077787](#)
- ACL - <https://courses.aclessex.com>
- Educational Psychologist parent helpline – Monday 1–5pm 01245 433293
- Essex family well being service - [Essex Child & Family Wellbeing Service – The Essex Child and Family Wellbeing Service brings together a range of children’s community services. It is provided by HCRG Care Group in partnership with Barnardo’s on behalf of Essex County Council and the NHS. \(essexfamilywellbeing.co.uk\)](http://essexfamilywellbeing.co.uk)
- Information about the Local Authorities published Local Offer for SEND may be found on the ECC Website: www.essexlocaloffer.org.uk

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