

---

# HAVELOCK SCHOOLS – INFORMATION REPORT

(ANSWERS TO QUESTIONS YOU MAY HAVE REGARDING OUR SEN PROVISION)

FEBRUARY 2023



# WHAT IS HAVELOCK EXPECTED TO PROVIDE FOR PUPILS WITH SEND?



Inclusion for ALL pupils.

Carefully planned interventions to support the area of need.

Full access to the school curriculum

An understanding of SEND and underachievement.

Assessment to address the root cause of the difficulty.

Accurate systems for the assessment of needs.

Differentiation

Provision to narrow the gaps between vulnerable learners and others.

School SENDCo

Personalised learning opportunities.

Maximum opportunity to attain National Standards.

Provision of appropriate materials to suit interest and ability.

Individual measures of progress to indicate success

# WHAT KIND OF SPECIAL EDUCATIONAL NEEDS CAN WE PROVIDE FOR AT THE HAVELOCK SCHOOLS? (INCLUDING MEDICAL NEEDS)



Visual Impairment

Dyscalculia

Physical  
Difficulties

Autism Spectrum  
Disorders

Prader Willi  
Syndrome

Dyslexia

Hearing  
Impairment

ADHD

ODD

Attachment  
Disorder

Learning  
Difficulties

Speech and  
Language  
(including  
Selective Mutism)

Downs Syndrome

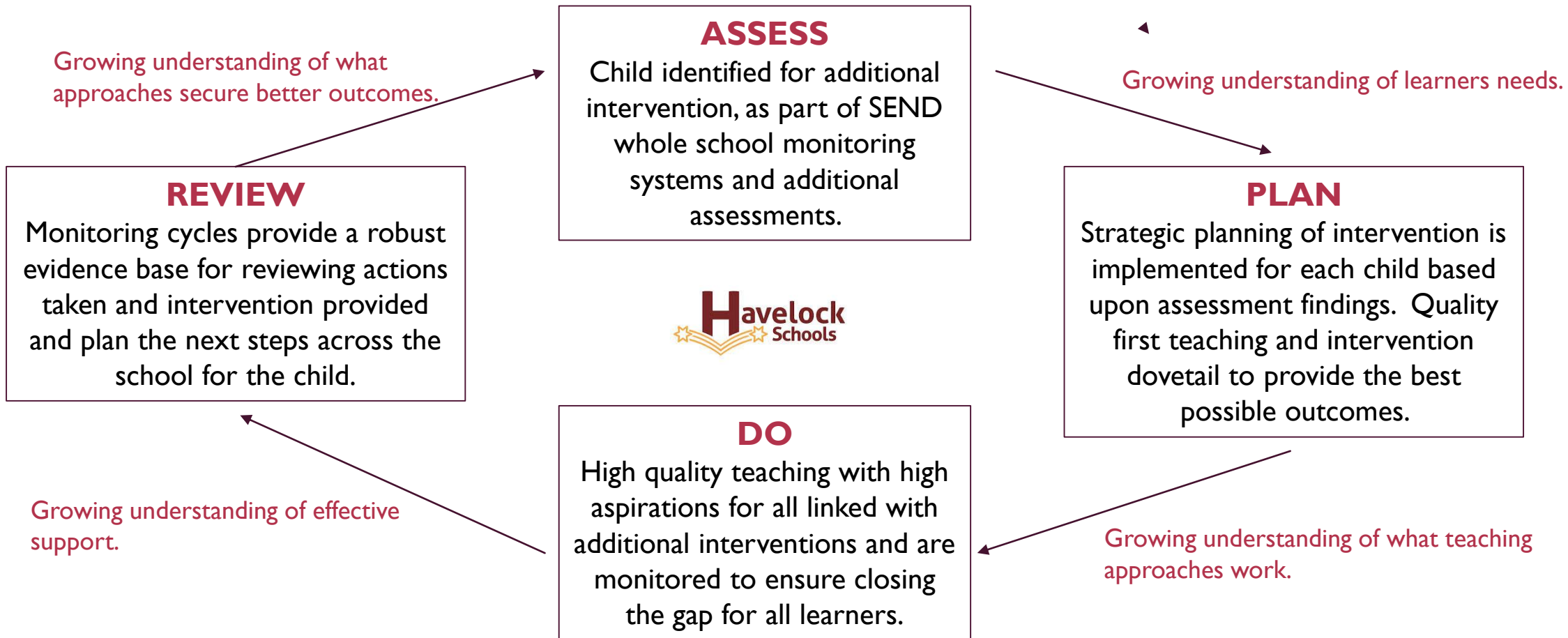
Sensory  
Processing  
Difficulties

Epilepsy

Wellbeing &  
mental health

Diabetes

# HOW WILL THE HAVELOCK SCHOOLS TEAM SUPPORT YOUR CHILD TO MAKE PROGRESS?



# IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEND

Analysis of data

Pupil Progress Meeting – Discussion held between Class Teacher/SENDCo and Assessment leader

## Stage 1

- Inclusive quality first teaching.
- Scaffolding.
- Class based assessment and monitoring.
- Identification of learning gaps.
- Assess/plan/do/review cycle
- Small group/ focussed support in class.
- Provision map.

## Stage 2

- Identified for further intervention using an intervention programme.
- Assessment for intervention.
- Intervention logs to assess and monitor progress.
- Assess/plan/do/review cycle.
- Small group support / 1:1 support via intervention with specified end.
- Provision map.
- Refer to outside agencies (with parental consent).

## Stage 3

- Highly personalised interventions – SEND register.
- Further consultation with parents/carers/SENDCo etc.
- Observation by SENDCo.
- Additional support plans.
- Significant, severe and sustained need.
- Refer to Educational Psychologist.
- Request for Early Help Locality Funding.
- Consideration for EHCP.

# HOW DO WE ASSESS YOUR CHILD?

## REVIEWING PROGRESS OF CHILDREN WHO NEED ADDITIONAL SEND SUPPORT.

- School's tracking system.
- Termly evaluation of the effectiveness of interventions on the provision map (using intervention assessment information).
- Termly review of specific targets set for pupils on OPP's by class teachers – SENDCo meeting with parents.
- Termly pupils voice.

## REVIEWING PROGRESS OF CHILDREN WHO HAVE AN EHCP.

- All of points 1-4
- Annual Review of EHCP (Educational Health and Care Plan) following SEN Code of Practice.

# ROLE OF SENDCO



- Oversee the day-to-day operation of the SEND policy.
- Coordinates provision for pupils with SEND.
- Liaise with parents of pupils with SEN.
- Liaise with Early Years providers, next phase settings and external agencies.
- Ensure that records are kept up to date.

# ADDITIONAL SUPPORT FOR PARENTS



## LOCAL OFFER

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

## IASS (The Information, Advice and Support Service)

[www.iassnorthants.org.uk](http://www.iassnorthants.org.uk)

Alternatively, you can email  
[contact@iassnorthants.co.uk](mailto:contact@iassnorthants.co.uk)

Telephone: 01604 364772 (Monday to Friday from  
9.30am to 4.30pm)



# OUR ARRANGEMENTS FOR SUPPORTING CHILDREN AND YOUNG PEOPLE IN MOVING BETWEEN PHASES OF EDUCATION.

Pupils and parents are encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. The school encourages parents of children with SEND to begin this process in year 5.

Support for the pupil in coming to terms with moving on is carefully planned and will include familiarisation visits. Pupils are included in all “class transition days” to the next phase but may also be offered additional transition visits.

We work hard to facilitate a smooth transition into our school from the previous phase of education and from our school into the next phase of education.

When a pupil with SEND is due to transfer to the next phase of education e.g. KS2 to KS3, the SENDCo will arrange for all pupils with SEND to have additional visits where their questions can be answered in a small group situation. All the information on the specific details of the individual needs of the pupil will be communicated to the next school's SENDCo.

Extra support is also available leading up to the transfer day of the school the child may transfer to.

Timescale - the information is passed to the SENDCo of the Secondary School in April/May who will then work collaboratively with staff to organise a transition package for the pupil.

The additional visits usually take place in June and July.

Parents are given a named contact at the next phase provider with whom the SENDCo will liaise.

# WHAT IF I AM NOT HAPPY ABOUT THE SUPPORT AVAILABLE FOR MY CHILD?

