
HAVELOCK SCHOOLS – INFORMATION REPORT

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

FEBRUARY 2022



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

Well being &
mental health

Diabetes

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



ASSESS

Child identified for additional intervention, as part of SEND whole school monitoring systems and additional assessments.

Growing understanding of learners needs.

PLAN

Strategic planning of intervention is implemented for each child based upon assessment findings. Quality first teaching and intervention dovetail to provide the best possible outcomes.

Growing understanding of what teaching approaches work.

DO

High quality teaching with high aspirations for all linked with additional interventions and are monitored to ensure closing the gap for all learners.

Growing understanding of effective support.

REVIEW

Monitoring cycles provide a robust evidence base for reviewing actions taken and intervention provided and plan the next steps across the school for the child.

Growing understanding of what approaches secure better outcomes.



IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEN

Analysis of data

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

Stage 1

- Inclusive quality first teaching.
- Differentiation.
- 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. Specified end.
- Provision map.
- Refer to outside agencies (with parental consent).

Stage 3

- Highly personalised interventions – SEN 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 High Needs 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.
- 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

Alternatively, you can email
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 SEN 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 SEN is due to transfer to the next phase of education e.g. KS2 to KS3, the SENDCo will arrange for all pupils with SEN 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 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 SENCo will liaise.

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

