

SEND Information Report



Carterhatch is an inclusive, values-based school where children can develop into independent learners. Through an inspiring, broad, and engaging curriculum, we nurture curiosity and creativity to ensure our children learn to become resilient and self-assured. We are fully committed to meeting the needs of those children with special educational needs and/or disabilities so far as is reasonably practicable and compatible with the provision of the efficient education of other children. In meeting these responsibilities, Carterhatch Infant School has due regard to the SEN code of Practice 2015 (updated 2020) and the Disability Discrimination Act 2001. Our school is an inclusive school where every child matters; we aim to meet children's needs and support their development in the most appropriate way possible.

At Carterhatch Infant School we seek to:

- value children equally
- raise achievement and remove barriers to learning so that our children can achieve their full potential
- value parents and children's views and work in collaboration
- work closely with the Local Authority and other external agencies, including social care, parent support groups, educational psychologist and other health agencies
- provide support in a sensitive and caring manner
- recognise that each child is a unique individual
- ensure that special educational needs are identified and assessed as early as possible
- ensure that children's needs are met as soon as is practicable
- ensure that all children have access to a relevant, broad and balanced curriculum.
- maintain and develop a range of expertise within the school

Our Co Head Teachers are: Adrienne Barrell and Sarah Clements. Our Assistant Headteacher Sonia Furneaux.

What type of school are we?

Carterhatch Infant School's last Ofsted in 2023 was rated:-



Our Special Education Needs and Disabilities Co-ordinator (SENDCo) is: Rebecca Castle

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At Carterhatch the children are aged between 3 and 7 years old

We have three classes in each year group

Reception to Year 2

There is also a 76 place Nursery

Makaton signs are used as a form of communication

Makaton is always used with language. At Carterhatch we use Makaton to support communication with all children


We also use Picture Exchange Communication System (PECS). These are pictures and symbols that support communication.



Please talk to the class teacher or SENDCo if you would like any visuals to use at home. We are happy for you to come into school to see how they are used with the children.

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Questions and Answers

Who are the best people to talk to at Carterhatch Infant School about your child's difficulties with learning/special educational needs or disability?



- Speak to the **class teacher** and raise concerns initially
- Set targets between home and school.

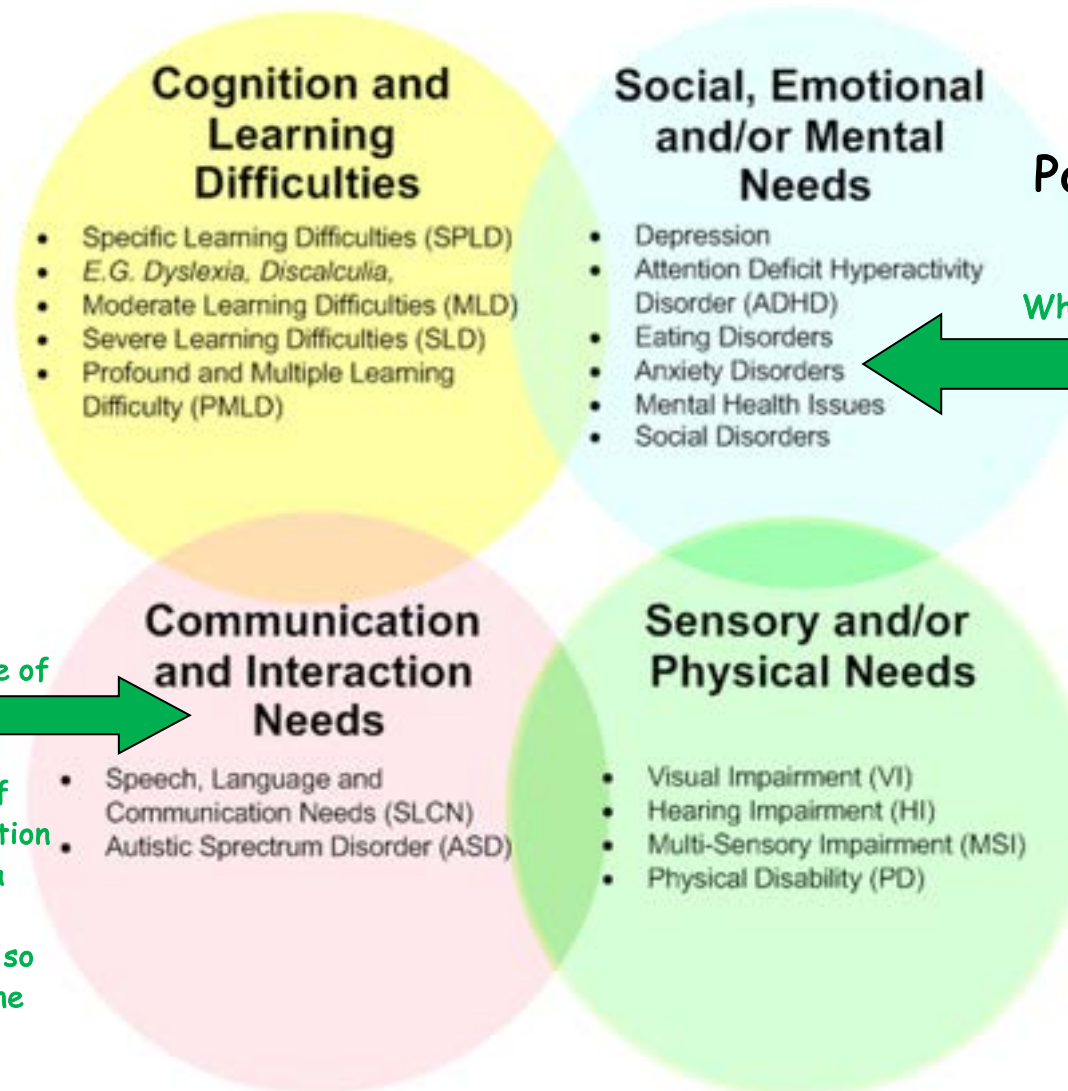
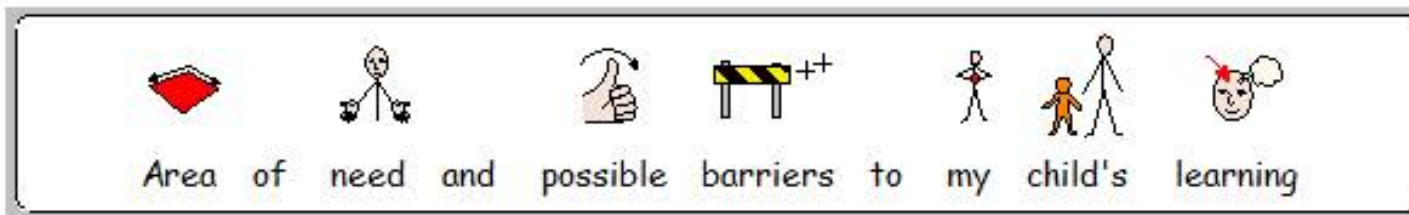
- Speak to the **Family Support Adviser** - Sandra O'Driscoll (you can ask for her at the main office)

- Speak to the **SENDCo**

Our 'open door' policy means that parents/carers are welcome to bring their concerns to the school at any time.

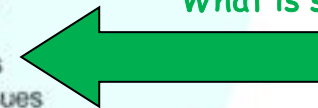


It is in everyone's interest for complaints to be resolved as quickly and effectively as possible. Please refer to our **complaints policy** on our school website - <http://www.carterhatchinfants.com> Alternatively you can ask for a copy at the school office



Possible barriers to learning

What is stopping my child from learning?

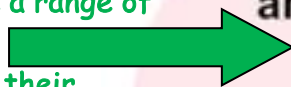


Broad Area of Need

There are 4 broad areas of special educational need that include a range of difficulties and conditions.

Children will be identified by their primary area of need. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category.

Each AoN overlaps with another and so some SEND can fit into more than one AoN.



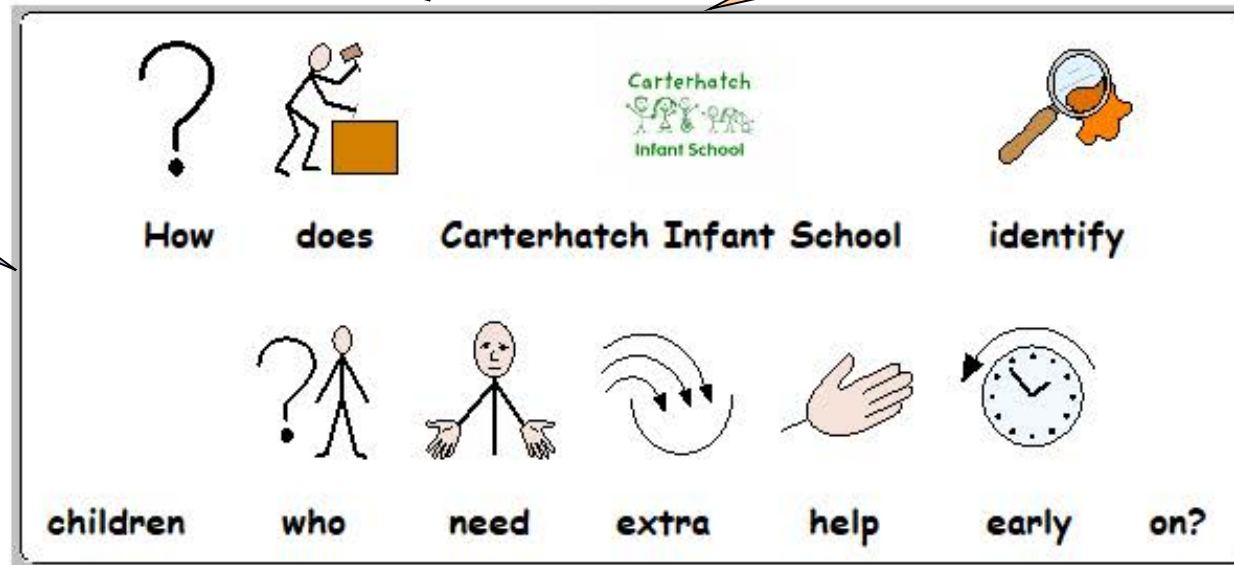
Pre-school

- liaison with pre-schools or nurseries
- pre-school support from external agencies
- pre-school referrals/involvement of health agencies within the community
- health visitor
- Children's Centre
- family support workers
- child development team/paediatrician
- parents/carers (pre-school transition meetings/home visits)

In school

- information provided by parents/carers,
- observations of pupils
- Foundation Stage Profile
- attainment levels (National Curriculum and/or P levels)
- reports from external agencies
- reports from health agencies and medical professionals
- reports from previous schools
- termly pupil progress meetings
- standardised screening and assessment tools used in school

We have developed a whole school approach to SEND.



Staff identify individual's needs as early as possible and working closely with parents

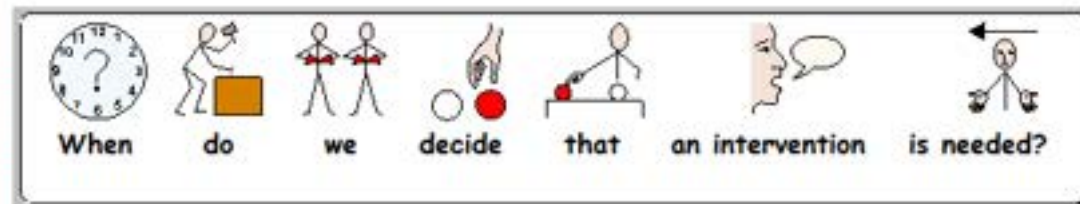
Based on the school's observations, tracking of assessment data, progress after interventions and a discussion between the class teacher and SENDCo it will be decided what type of support will be required to support your child. This may include:

- Quality first teaching strategies and resources for support in class
- Differentiated curriculum support strategies for SEND in class.
- Access to additional interventions/reasonable adjustments made for SEND.

Parents/carers are invited to work together with the school and other agencies to share aims for children, identify targets and plan provision, including what can be provided at school and ways in which they can support their child at home.



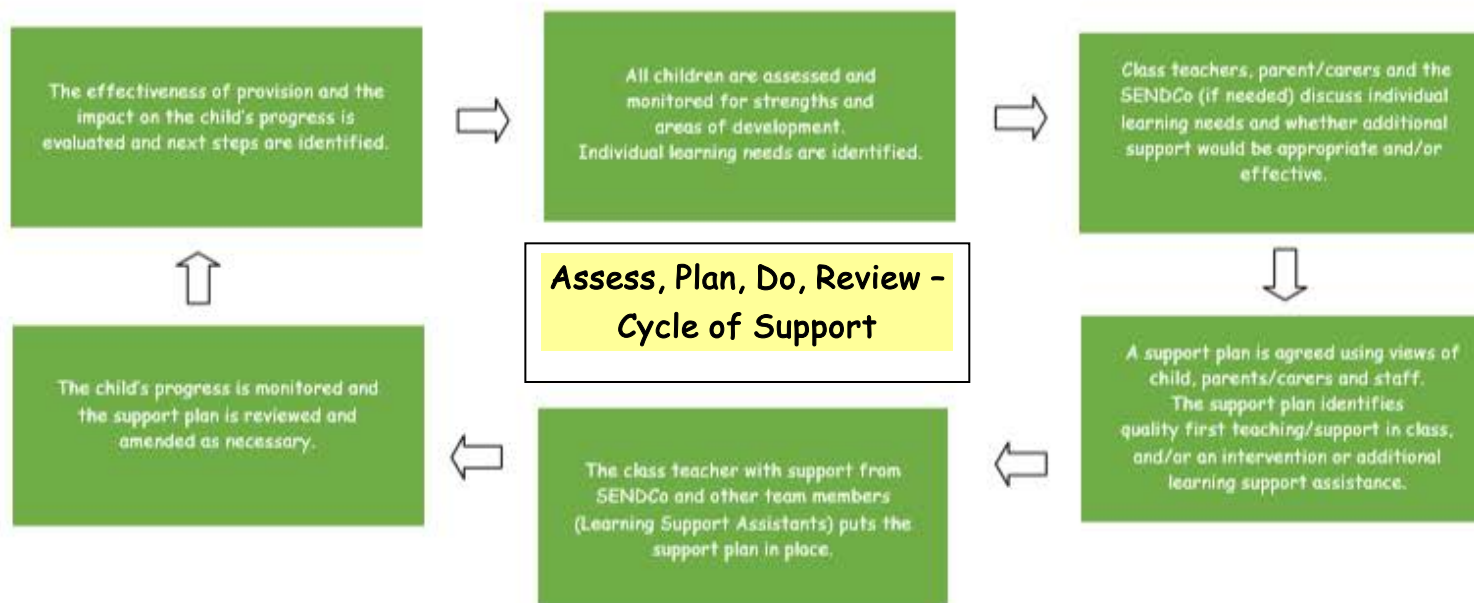
The school provides various interventions and levels of support to meet the individual needs of children. If barriers to learning have been identified, the Class Teacher or SENDCo will talk to families about the interventions that we feel could support your child to make progress. The impact of this provision is monitored through assessments that are relevant to the intervention programme. All interventions have a baseline and exit assessment to monitor the progress of the children within the intervention. Those children who require higher levels of support will have a Personal Support Plan (PSP) which is reviewed with the family each half term. The PSP is to set and track individual outcomes.



We follow a cycle of Assess-Plan-Do-Review for 3 terms (unless we recognise that immediate support is necessary) when supporting children with SEND or if we suspect a child may need extra support. This means that we:

- Provide High Quality Teaching at a universal level
- Carefully arrange provision to support the child's progress and frequently review this
- Ensure progress is measured by how much the child has improved from the starting point and also by comparisons with age-related expectations
- Ensure the extent of progress is monitored during the termly progress reviews
- Use a data-tracking system which allows teachers to monitor pupil performance
- Have a focus on recognising and sharing the progress children make from their personal baseline and previous markers

If, when all of the aforementioned has been put in place and progress still is not being made, we will look at implementing a more specialised intervention programme.



What is a school provision map?

The provision of interventions, which are additional to day-to-day class teaching, are detailed on a provision map. The provision map highlights children and the additional support they receive. However, bespoke intervention is also designed to meet the needs of children when required. Our Provision Map can be accessed on the school website -

<http://www.carterhatchinfants.com>





Class level for all children

- Class teachers monitor each child's progress on a regular basis and update the school tracking system.
- Where intervention programmes take place, assessments are always made before and after, in order to measure the impact.
- Parents/carers consultations meetings and SEND review meetings.

Children on the SEND register

If your child is on the SEND register:

- you will be invited to a Personal Support Plan (PSP) review meeting with your child's class teacher once a term
- at these meetings, the child's attainment and progress will be discussed as well as any additional support in place for them.
- Parents/carers of children with special educational needs are informed about attainment and progress through parent/carer consultations meetings and SEND review meetings.
- the SENDCo and other agencies (Speech and Language therapist, Educational Psychologist etc) may also attend at times
- In addition, parents can request to meet the SENDCo at any time

Year 1 and above

If your child is in year 1 and above, but is not yet working at national curriculum level, an assessment tool is used which shows their levels in more detail

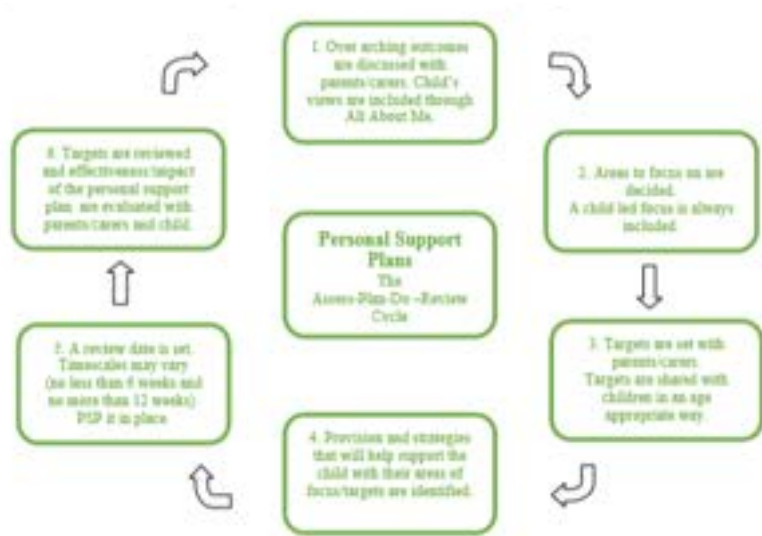
- This tool will also show smaller but significant steps of progress
- These levels are based on an assessment called 'P levels' or Pre Key Stage Standard strands. There is more information about 'P levels' on the following website
<http://www.education.gov.uk/schools/teachingandlearning/assessment/a00203453/about> - the - P scales

As well as ongoing daily observations, all children are formally monitored on a termly basis. If your child has an Educational Health and Care Plan (EHCP) this is formally reviewed at an annual review once a year. PSPs are monitored weekly as the child works on their targets. They are then reviewed on a half termly basis with parents/carers and class teachers.

How and when will parents/carers be involved in planning their child's education support?

Parent/carers are involved at every stage of planning educational support through several meetings throughout the year. We have an 'open door' policy to ensure opportunities for on-going discussions with parents. To ensure good progress is made in all areas of your child's development, the quality of relationships and communication between parents, the child and the school are so important.

The review process for children with PSP



The EHCP review process takes 8 weeks				
2 weeks before the meeting	2 weeks before the meeting	Review meeting	2 weeks after meeting	2 weeks after meeting
<p>Receive advice and information about the child from all professionals, the parent and the child.</p> <p>Parents, professional and the young person can make suggestions about changes that should be made to the EHCP.</p>	<p>Circulate the report received with invitations to parents, the child, SENDCo/class teacher/TA if working with the child, professional involved with the child, e.g. EP, health service</p>	<p>The review meeting will discuss: the child's progress toward achieving their EHCP outcomes, whether the outcomes remain appropriate, if their aspirations have changed, review and set new short-term targets, whether any changes need to be made to the provision including if the school remains an appropriate placement.</p>	<p>Following the meeting, the school must prepare a report that includes: recommendations for amendments to the EHCP and send this to everyone invited to the meeting, including the Local Authority (LA).</p>	<p>The LA has 4 weeks to decide to leave the plan unchanged, amend it or cease it and inform the parent, the child and the school/setting of its decision.</p>



It is the responsibility of all staff to ensure that children in our school feel safe, happy and make the best progress possible. We also have an inclusion team in school who have had more in-depth training and experience in supporting children with additional needs. The team consist of consists of the following people:

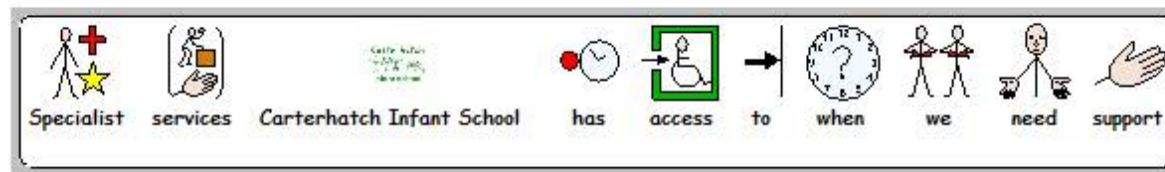


Levels of support in classes may increase or decrease should the needs of the school change.

What training have the staff supporting children with special educational needs and disabilities had?

Training on SEND is delivered to whole staff as required and staff can request training that is relevant to their needs of pupils in their class at any time. The school buys in to the Local Authority (LA) school improvement service training package for SEND and professionals that support the school such as a Speech and Language Therapist and Educational Psychologist also deliver training as appropriate/identified.

As the School Improvement Plan is rolled out, policies are reviewed and new training is delivered for continued professional development, including matters for inclusion. Teachers and teaching assistants are given opportunities and access to training provided by the Local Authority (LA), in line with School Improvement Plan. Members of staff also attend courses which are relevant to the needs of their children, including refresher courses.



The school has finite allocation for the services below:

Educational Psychologist

Speech and Language Therapist

School Nurse

Child Development Team (CDT)

Child and Adolescent Mental Health Service (CAMHS)

SWERRL - Formally Behaviour Support Service

Occupational Therapist (OT)

Physiotherapist Education Welfare Officer (EWO)

Joseph Clark (Visually Impaired)

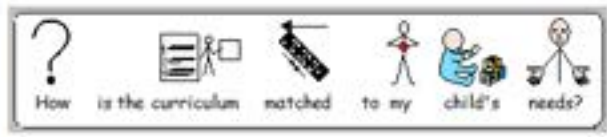
Hearing Impaired Advisory Teacher

Early Years and Social Inclusion team (EYSI)



We also have access to outreach workers from specialist services, for example, a pupil with diagnosis for Autistic Spectrum Disorder could benefit from support from Outreach Services such as the Enfield Advisory Service for Autism.

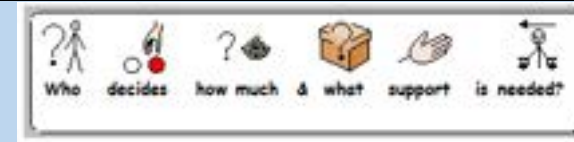
The SENDCo will liaise with specialist services wherever needed in order to support a child and their family. If you would like assistance with referral to a specialist service, please make an appointment to see the SENDCo.



Carterhatch Infant School has an ethos which promotes inclusion. There are children with SEND in every class, therefore all staff play a vital role in ensuring the full integration of pupils with SEND.

The school ensures access to a broad and balanced curriculum (including the Foundation Stage and National Curriculum) in the following ways:

- Class Teachers plan lessons according to the specific needs of all children in their class to ensure everyone's needs are met.
- TAs can implement the teacher's modified/adapted planning to support the needs of all as necessary.
- TAs with the relevant/appropriate training can adapt the teachers' planning to support the needs of your child.
- All staff have awareness and knowledge of different teaching and learning styles.
- Variations in expectations of achievement for individual children.
- Specific resources and strategies will be used to support your child individually and in groups.
- If needed, a personalised curriculum and timetable are developed to support your child. This means sometimes they will work with the rest of the class, at other times they will work individually or with a small group of children in order to meet their individual needs.



Decisions are made during termly pupil progress reviews, inclusion meetings and SEND reviews, where;

- the class teacher meets with the senior leaders and SENDCo, as described previously
- the inclusion team discuss and update support where needed
- children's needs are discussed including their own learning style which may suggest the use of different support and/or teaching strategies and a range of resources
- external professionals, such as a Speech and Language Therapist (SaLT) and/or Educational Psychologist (EP) make recommendations on resources, support and strategies that may help a child in school or at home
- resources/training and support are reviewed regularly and changes made as needed



The school budget, received from Enfield Local Authority, includes money for supporting children with SEND. The Headteacher decides on the budget for SEND in consultation with the school Governors and Business Manager, on the basis of needs in the school.

The Headteacher and SENDCo discuss all the information they have about SEND in the school, including:

- the children receiving extra support currently
- those who need extra support
- the children who have been identified as not making as much progress as would be expected
- deciding which resources or training and support is needed for children and staff

At Carterhatch Infant School, the budget for SEND is largely spent on resources for interventions e.g. target reading and maths programmes etc, specialist/additional provision and learning support assistance for groups and individuals.

The SENDCo consults with the class teacher and decides what type of support and how much of it is required. These decisions are based on the child's needs, staff resources and providing a balance between additional support and in class learning. The school also invests in quality resources including high quality intervention programmes, motivating games and other resources which help develop language, skills and knowledge.

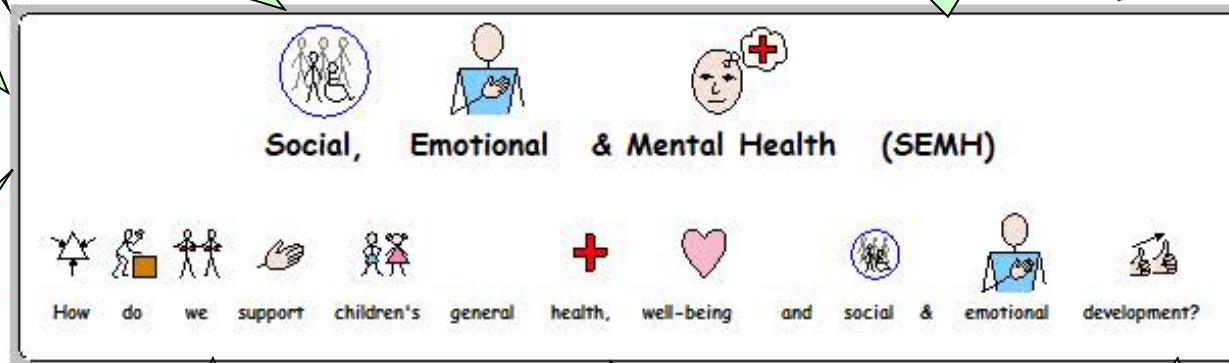
Our Nurture Group teacher is also available to offer support and advice to staff and parents.

Years One and Two have weekly 'Time to Talk' meetings in groups of 15, supported by an adult. The sessions are used to discuss children's beliefs, concerns and for the children to share their views on a number of different issues e.g. bullying, making friends, our school values.

We will help your child understand how to make friends through planned activities, social stories, small group work and supporting them and standing back in order to give them space to make friendships. We also have lunchtime Friendship

At Carterhatch Infant School children are taught about values throughout the school day and not just isolated sessions. The school's values of respect, trust and high expectations are embedded in everything we do.

Additional support will be implemented if needed and advice requested from additional professionals/agencies if required. The SENDCo will keep you informed if other agencies are involved



The school shares the same expectations for behaviour in every class through its behaviour policy. Where behaviour is an on-going issue for a child, a support plan is developed with the school, family and child (if applicable).

Staff will observe your child to ensure they are happy and will monitor their interactions with other children.

Support is in place for developing social skills at playtimes (e.g. activity areas)

We actively monitor and prevent bullying in school, as for all children, in line with our anti-bullying policy. A copy of our behaviour and anti-bullying policies are available on the school website - <http://www.carterhatchinfant.com>

We do not have lunchtime supervisors - teachers and support staff manage lunchtimes as they know and understand the needs of the children

Most TAs in school have had basic first aid training, currently 6 are paediatric first aid trained

If your child's social and emotional needs impacts on their behaviour then the class teacher will keep you fully informed and strategies to support your child will be shared with you. If your child needs additional support a Behaviour Support Plan may be put in place

Your child may have a partner/buddy who can be a good role model for making friends and playing games.

All children are fully included in activities where possible and all children are encouraged to work together.

What if my child has medical needs?

If your child has any medical needs our parent Support Advisor will invite you into school to complete a 'health care plan'. The health care plan will be shared with relevant staff and is accessible to staff in the staffroom so that everyone is aware of your child's needs and what they can do if help is needed.

- all health care plans are updated yearly or earlier if you inform us that there are any changes with your child's health
- your child will be put on the medical needs register so that all staff are aware of their needs
- dietary needs are also taken into consideration

How are children included in activities outside the classroom including school trips?

Risk assessments are made prior to educational visits as safety is of paramount importance. Access arrangements are made and preparation begins well in advance for some children. This might include the use of visual support and social stories, so that there are no surprises on the day. Classes or groups travel with appropriate staff/pupil ratios, including parents or carers where necessary. Additional support is provided or additional arrangements are made so that wherever possible all children can take part in trips.

How is Carterhatch Infant School accessible to children with SEND?

The school is on one level and is accessible to children with physical disabilities. Where there are a few steps there is an alternative route to access the year group corridors. We carefully assess when/where changes, adaptations and access to equipment need to be made and adapt this where possible. Equipment/resources used are accessible to all children regardless of their needs. Tables and chairs are appropriate heights. Visual, auditory and sensory audits ensure environmental adaptations are made to meet the needs of all children.

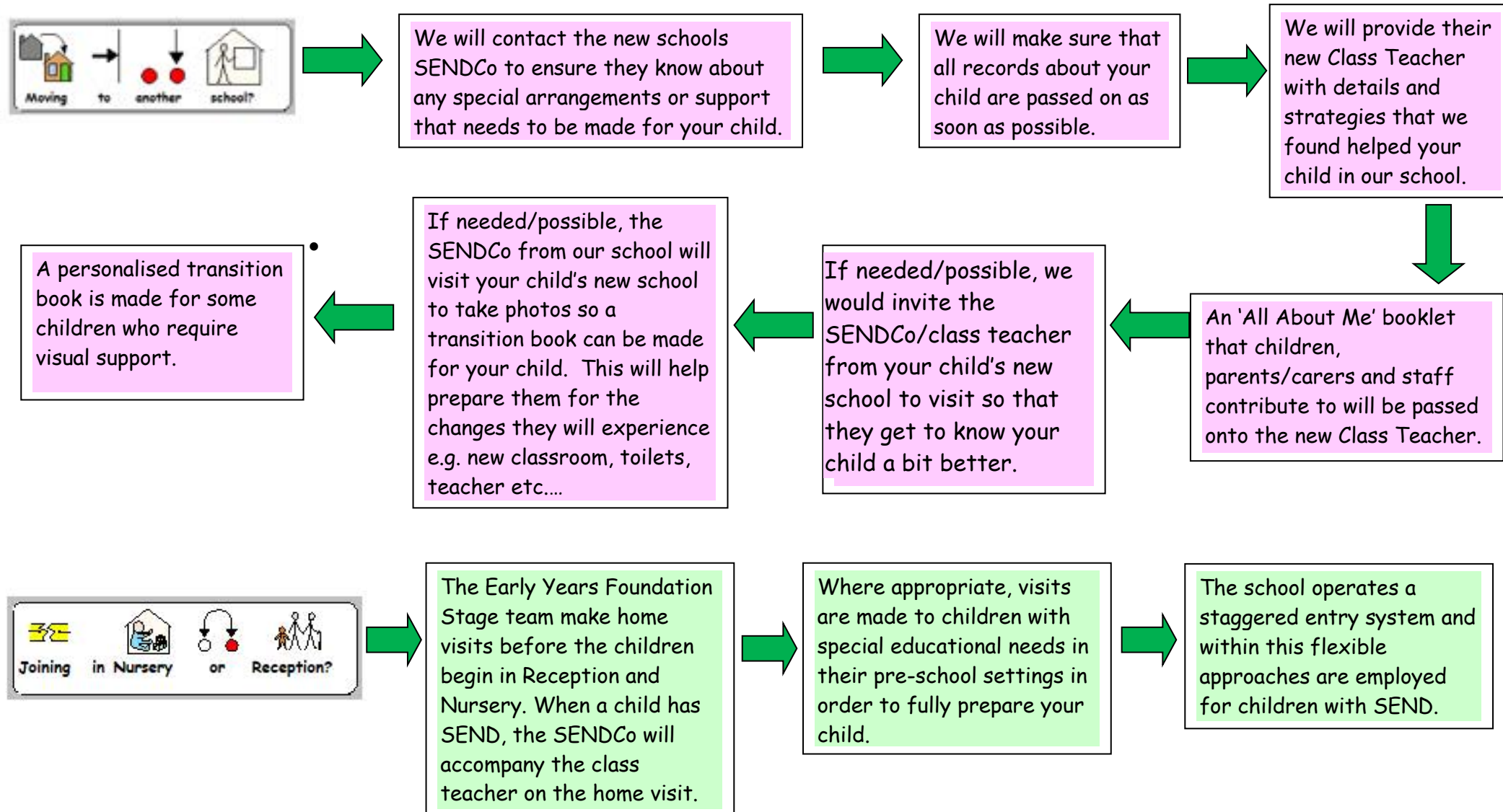
In addition to this we have a disabled toilet and changing facilities are available and there is a designated disabled parking bay. Access to SEND/specialised equipment is provided as necessary for individuals, and where needed additional funding accessed to provide this. For further details, please see our accessibility plan on our school website - <http://www.carterhatchinfants.com>

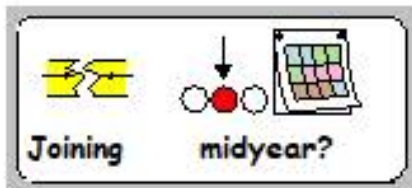
What about attendance?

It is important that your child has good attendance so they are able to make good progress with the support they are given. It is important that your child arrives at school on time so that they can follow a predictable routine that will give them the best possible start to the day. It is important that if your child has a medical issue that the school is notified and they return to school as soon as possible. If you are unsure about any issues with attendance, the school office team, our School Business Manager Sharon Kingham or our Family Support Worker, Sandra O'Driscoll will be able to advise you.

How do we prepare the children for change?

We recognise that transition can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.





The first introduction to the school is carefully planned. Our Family Support Worker (Sandra) will meet parents/carers and children and show them around. Sandra will share any information about your child's difficulties with the SENDCo and a carefully planned transition will be planned with the parents/carers.

If possible a member of the inclusion team will visit your child in their current setting or a home-visit to get to know your child a bit better.



In the summer term, the infant staff and junior staff have opportunities to meet to discuss children in their class.

If needed, a transition book will be made to help your child understand 'moving on'. It will be made with/for them. The book will include photos of the new staff and classroom etc....

During the summer term your child will get to spend time with his/her new teacher and in their new classroom.

We also have individual transition boxes - this is a box that has things your child likes or that will comfort them. It will be available in their new class in September to help settle and comfort them should they need it.



How do we involve parents?

Informal conversations at the end of each day are welcomed. Appointments can also be made with members of staff as needed. Regular parent/carer consultations and progress/Personal Support Plan reviews are offered to every family, at least once every term. Additional meetings can be arranged as necessary.

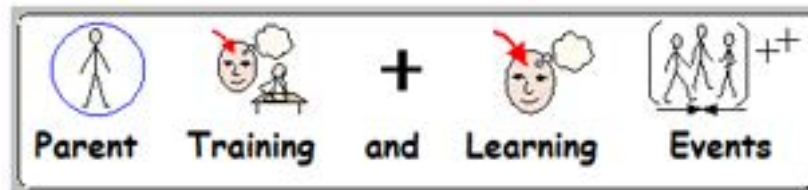
The SENDCo, will also arrange to meet with you to discuss any new assessments, recommendations and ideas suggested by outside agencies. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report that the SENDCo will share with you.

You are always encouraged to discuss any concerns at the first opportunity. The class teacher and SENDCo are always available to meet with you to discuss your child's progress or any concerns/worries you may have

Sandra O'Driscoll, our Family Support Advisor, is also available if you would like any support or advice.

In addition to this:

- coffee mornings are held to provide the opportunity to talk to staff and other parents.
- the school's newsletter is accessible on the school's website and texted to all parents/carers. A paper copy can be obtained from the school office. This keeps you up to date with things going on in school and outside activities/support that may be relevant to you.
- copies of 'Our Voice', a SEND/parent support group magazine, are available from our school office and information displayed on our newsletter when new additions are available.
- letters are sent home and available on the school website <http://www.carterhatchinfants.com>



At times our weekly parent coffee mornings invite outside agency professionals to discuss strategies that maybe helpful. For example, the SaLT to help parents develop their child's language skills. You can also speak to our Family Support Worker or SENDCo about signposting you to training or support groups. They may even be able to arrange for other professionals to run a workshop in school. Where teaching strategies are deemed useful to share with parents, workshops (e.g. maths or phonics) and open mornings are offered. We can also arrange for you to observe some sessions in school e.g. reading with your child, specialised interventions in Kangaroo Class.

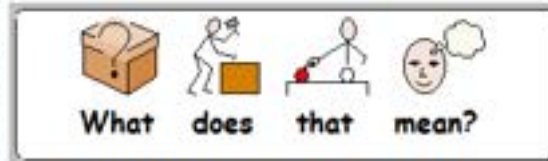


Staff at Carterhatch look at ways in which we can better communicate with parents whose first language is not English, as we have a rich and diverse intake. Pupils and parents are considered a resource to each other and we do encourage parents with the same home language to converse with each other over school matters.

Other useful organisations/support groups/links:

- Enfield Local Offer - www.enfield.gov.uk/SEND (This has all the support that is available for children and young people with SEND)
- SEN Service's sen@enfield.gov.uk
- Enfield parent and children group - <http://www.enfieldparents.org.uk/>
- Joint Service for Disabled Children - cheviots@enfield.gov.uk
- Our Voice (Parent Support Group) - <http://www.ourvoiceenfield.org.uk/>
- Informed Families - www.enfield.gov.uk/if • www.councilfordisabledchildren.org.uk
- National Autistic Society - www.autism.org.uk
- MENCAP (Charity for people with learning disabilities) - www.mencap.org.uk
- MENCAP: - Fathers Group • Community Website with advice and support about reading - www.helpingeverychildtoread.com
- (Special Educational Needs and Disabilities Information, Advice and Support Service <http://www.enfieldparents.org.uk/enfield-sendia>)
- Enfield Parent Partnership Service - free, independent, confidential and impartial advice and support to parents/carers. Tel: 0208 373 2700; email; enquiries@enfieldparents.org.uk • Community Parent Support Service - available to all families living in Enfield. Works with parents of children aged 0-18 years dealing with concerns and issues before they become a problem. Tel: 020 8372 1500





A glossary of the most used SEND terms

ADD Attention Deficit Disorder	COP Code of Practice	HI Hearing Impairment	NC National Curriculum
ADHD Attention Deficit & Hyperactivity Disorder	CP Child Protection	IEP Individual Education Plan	OT Occupational Therapist
ASD Autistic Spectrum Disorder	EAL English as an Additional Language	ISR In School Review	Quality First Teaching The class teacher providing excellent support to all learners to ensure they all making good progress.
BESD Behavioural Emotional & social Difficulties	EP Educational Psychologist	KS Key Stage	PSP Personal Support Plan
BSP Behaviour Support Plan	EHCP Education Health and Care Plans (previously known as statements)	LA Local Authority	SALT Speech and Language Therapist
CAF Common Assessment Framework - which has now been replaced by 'Early Help Form'.	FSM Free School Meals	LSALLA Learning Support Assistant/ Learning Assistant	SEN Special Educational Needs
CAMHS Child & Adolescent Mental Health Services	FLO Family Liaise Officer	LAC Looked After Child	SEND Special Educational Needs & Disability
LM Learning Mentor	LSP Learning Support Plan	MLD Moderate Learning Difficulty	SENDCo Special Educational Needs and Disabilities Co-ordinator
SPLD Specific Learning Difficulty	VI Visual Impairment		



If you think we've missed something let us know so we can add it?

The best start in life - no excuses - no compromise

This information report on Special Educational Needs and Disabilities was reviewed in December 2023.

If you have any comments or questions about our school SEND information report, please email office@carterhatch-inf.enfield.sch.uk

All parents are signposted to this document on the school website.

It is reviewed on a yearly basis or when changes need to be made. Next Review Due: December 2024