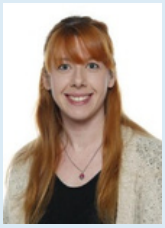
Welcome to SEND at Chalkwell Hall Infant School & Nursery

SEND Information Report

Agreed by Governors: July 2026

Review due: July 2027

Key People	
 **Miss Katie Stevens**	**SEN/D Coordinator (SENCo) & Inclusion Lead** ● I lead and manage SEND in school. **Contact:** ● Katie.stevens@chalkwellhallinfants.co.uk ● 01702478533
 **Mrs Sarah Clements**	**Head Teacher** ● I lead and manage the whole school. **How to Contact Me** ● Sarah.clements@chalkwellhallinfants.co.uk ● 01702478533

Welcome to Chalkwell Hall Infant School & Nursery

London Road, Leigh-on-sea

Ages 3 – 7

Our welcome booklet unites our SEND Information Report and SEND policy. This makes it easier for parents and staff to find information about SEND at our school. Any questions or comments, please get in touch.

Our photos of children are chosen regardless of whether they have SEND or not.

This is inclusion.

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Our School

Chalkwell Hall Infants is a school for 3 to 7 year olds in Southend-on-Sea. We have over 300 children in our school; 90 children in our 3 EYFS classes, 90 children in our 3 Year 1 classes and 90 children in our 3 Year 2 classes. There are 30 children in every classroom.

We have a nursery supporting up to 40 children per session ages 3-4 years.



What is SEND?

A child has SEND if they have a **learning difficulty** or **disability** that we need to make **special provision** for.

The SEND Code of Practice (2015) outlines these definitions:

- **Learning Difficulty:** when a child finds it significantly harder to learn than most children of their age
- **Disability(that we need to make special provision for):**'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities' (Equality Act 2010). Something that hinders a child from using our school facilities e.g. sensory impairments such as sight
- **Special provision:** is support that is extra or different to what is typically provided for others of the same age.

What are our Values?

Every child with SEND can thrive. We do everything that we can to make sure that happens.

That means we:

- provide lessons that meet the needs of every child;
- make reasonable adjustments to lessons and our school environment;
- provide staff training to expand our SEND expertise;
- work in partnership with children, families and outside agencies to meet the needs of the learner.

What are our ambitions for children who have SEND?

We are ambitious for all children, including those with SEND. We want them to make excellent progress academically, socially and emotionally. We want to give them the knowledge and skills they need for adult life.

In the long term, we want our children with SEND to:

- have excellent basic skills(especially in reading, writing and maths);
- have good friends and relationships;
- live a healthy and independent life in the community;
- be successful in work

What are the types of SEND?



The four categories of SEND Schools follow the guidelines from the government's SEND Code of Practice, where SEND is broken up into four categories:

1. Cognition and Learning (C&L), including:

- o Learning difficulties;
- o Dyslexia & dyscalculia;
- o Focus, attention, or memory difficulties.

2. Communication and Interaction (C&I), including:

- o Autism/ASD;
- o Social communication difficulties(other than autism);
- o Speech & language difficulties(e.g. receptive language difficulties, reluctant speakers, tongue tie).

3. Social, Emotional Mental Health (SEMH), including

- o ADHD;
- o Anxiety;
- o Dysregulated behaviour.

4. Physical / Sensory needs, including:

- o Physical needs(e.g. cerebral palsy, dyspraxia);
- o Hearing impairment or difficulty;
- o Blind or visually impaired.

Some children have more than one type of SEND.

We welcome children with all types of SEND who have applied for a place. We consider admissions on a case by case basis (through an Education Health and Care plan consultation). For more information on this, please contact our SENCo.

Children with Medical Needs

Some children will have long term (e.g. diabetes, asthma) or short term (e.g. broken limbs) medical needs. These are supported in the following ways:

- Individual Health and Care Plans(IHCP), ccreated by SENCo in collaboration with, school nurse and/or GP, parents, pupil and specialist nurse if appropriate;
- IHCPs can be put into place before starting school and reviewed at least annually;
- Staff are formally trained in the administering of medication by verified, relevant trainers; training is refreshed at least annually;
- Risk Assessments are put into place where necessary.

Identification of SEND



How do we decide if a child has SEND?

We look out for:

- A child making less progress than their peers;
- A child making less progress than they did before;
- A child not closing the gap between them and their peers(despite extra help that was given);
- A child displaying behaviour, social and/or emotional difficulties;
- Screens, such as those completed on entry, indicating gaps in knowledge and/or skill.

Concerns can be raised by:

- Parents and Carers;
- External Agencies;
- Teachers;
- Pupil's previous school;
- Pupil's themselves;
- Whole school tracking by SLT and/or SENCo;
- Pastoral Team.

We will assess and observe the child. This might be an assessment of reading, writing or maths. It could also be assessing a child's social skills or behaviour.

Some parents give us extra information to help us make decisions. For example, this could be an eye clinic report about sight loss, or a diagnosis letter.

Sometimes our assessment might be quick. Sometimes SEND only becomes clear when we assess a child over a longer period.

Sometimes, we ask outside experts to assess children and give us advice.

Is it always SEND?

Slow progress does not always mean a child has SEND. When we are assessing whether a child has SEND, we also consider other factors such as:

- Attendance;
- Issues in that child's life (e.g. bereavement);
- Issues in school (e.g. friendships).

Often teachers address progress issues via adjustments to what is already on offer, without needing SEND provision.

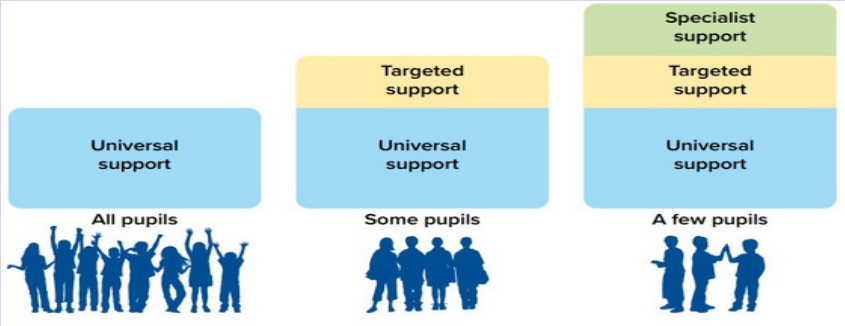
It is important to recognise that a child does not have SEND just because English is not their first language (although they could have SEND as well).

It is also important to recognise that a child doesn't have SEND just because they were born in summer term (and so have had less time in school than their September born classmates).

How do we meet children's needs?

Overview

Children's SEND are varied. Not all children need the same level of support. Where need is higher, we usually take more actions. Where need is lower, we might only need two or three adjustments.



We match the level of support to the child's level of need. This matching is called our **graduated response**.

Schools have three levels of support:

Universal:

This is high quality first teaching led by the class teacher that is inclusive to meet the needs of all young people. It reflects that pupils learn at different rates and in different ways. Examples includes:

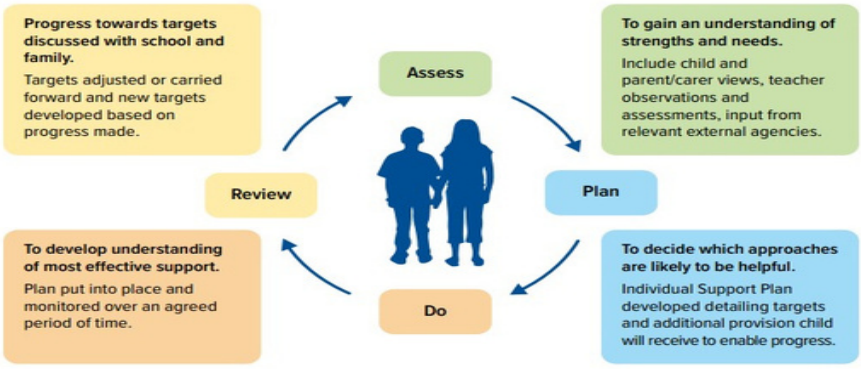
- Teachers who are ambitious for all their children;
- Well planned lessons that are adapted to support and engage all children;
- Resources that help all children succeed (e.g. writing frames, number lines);
- Opportunities for children to practise and use their learning in different situations;
- Teachers assessing children to help them know when to move on and what to teach next;
- Behaviour and reward systems that motivate children;
- Some children may require added short term interventions e.g. phonics boost, social skills groups, Learning Mentor Time, this is not to be used in place of High Quality Teaching. These interventions are reviews following the Assess, Plan, Do, Review Cycle. The SENCo keeps a record of our interventions. We call this our *Provision Map*.



Targetted:

Some children require support that is additional to and different from other people, this is called SEN support. The teacher, SENCo, pupil and family are involved in every stage. Person-centred plans called Individual Support Plans (ISP) are put into place. Examples include:

- Additional Screens may be carried our to identify specific barriers to learning;
- 1:1 Personalised Phonics, Maths, Writing support;
- 1:1 on-going speech therapy work, core boards;
- I can Read intervention; 5 minute box;
- Work to help fine motor skills (e.g. doing buttons, hand strength exercises);
- Social Stories;
- An individual positive behaviour programme e.g. zones of regulation;
- Physiotherapy work;
- Personalised outreach support e.g. through Speech and Language, Occupational Therapist,
- Educational Psychologists.



Assess, Plan, Do, Review

All our SEND support fits into a four-part cycle called *Assess, Plan, Do, Review.*

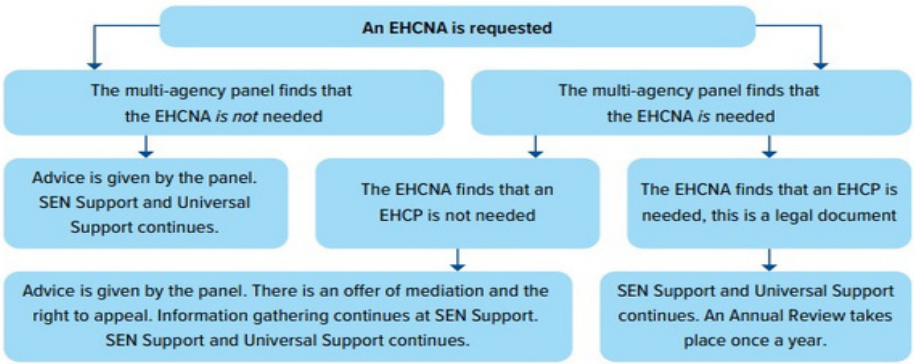
Assess:	We decide what the child's needs are.
Plan:	We set targets. We decide how we support the child to meet these targets.
Do:	Everyone follows the plans we've agreed.
Review:	We look at how well the plans worked. We agree what to do next.

Each cycle takes one school term and there are three cycles per year.

Specialist:

A few children need specialist support in the form of an Education Health Care Plan (EHCP).

- An Educational Health and Care Need Assessment (EHCNA) can be requested by school, health services, parents, carers, and young person (aged over 16-25 years)
- EHCNA are applied for online through the 'EHC Hub' https://ehchub.southend.gov.uk/about/



For further information on the types of support at Chalkwell, please see our Local Offer

Targets



SMART Targets
We set targets for children with SEND so that staff, parents, and children know what we are all working towards. These targets are part of a child's SEND Support Plan or ISP

We often call these **SMART** targets. SMART targets are:

- ✔️ **S**pecific:We say exactly what the next small step will be for the child.
- ✔️ **M**easurable: We say how we will know if the child is meeting the target.
- ✔️ **A**chievable: We will be ambitious for the child, but it still needs to be achievable.
- ✔️**R**elevant: We link it to the child's difficulties or what they need to achieve next.
- ✔️ **T**imebound: Targets are normally set for one term (10-14weeks).

How are Targets Specific?
Specific targets say what the child **will be able to do**. We avoid words that are vague. Instead, we use action words to write targets (e.g. read, write, take turns).

Vague Words (We avoid these)	**Specific Action Words** (We use these)	**Examples**
Improve	Add	Joe will add numbers up to 6 using apparatus (e.g. cubes).
Continue	Read	Joe will read all Set 2 red words.
Develop	Say	Joe will say sentences that include where or when something happened (e.g. "In the water, the shark hunted her lunch"; "The woodcutter ate his lunch when the sun was high").
Behave	Use	Joe will use calming strategies (e.g. blutack, weighted blanket, time out) when he is anxious in class.

Wellbeing



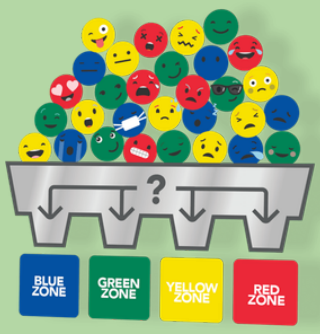
At Chalkwell Hall Infants we have your child's wellbeing high on our agenda. We achieved the Emotional Health and Wellbeing Award because we ensure that your child's mental health and wellbeing is understood, supported and nourished

As a school we:

- Are part of the Southend Wellbeing Campaign;
- Deliver a high quality PSHE (including Relationship and Health Education) curriculum;
- Are part of the Children's Health Project;
- Strive to be a Mentally Healthy School;
- Use Zones of Regulation throughout the school to give children the language and tools to begin to talk about and regulate their emotions;
- Have a dedicated Children's Mental Health and Wellbeing policy;
- Have recently achieved the Wellbeing Award for Schools;
- Have dedicated, trained staff to support your child's mental health and wellbeing.

Through this we aim to:

- Help children to understand their emotions and feelings;
- Help children feel comfortable sharing any concerns or worries;
- Help children socially to form and maintain relationships;
- Promote self-esteem;
- Encourage children to be confident and 'reach for the stars';
- Help children to develop emotional resilience and to manage setbacks.



Meet the Pastoral Team

Our dedicated Pastoral Team monitors and supports vulnerable families and children – including those needing social, emotional and financial support. They work with families and children, and may work with outside agencies such as Social Care or Early Help Family Support Services as well as other agencies. We believe early intervention is vital in helping to minimise the negative impact on children.



Ms Milbank
Deputy Head Teacher & Designated Safeguarding Lead



Mrs Clements
Head Teacher & Deputy Safeguarding Lead



Miss Stevens
SENCo



Mrs Cooper
Admissions and Attendance Officer & Deputy Safeguarding Lead



Mrs Graham
Family Liaison Office, Learning Mentor & Deputy Safeguarding Lead

Family Involvement

This can include carers, parents and other family members and, for children who are "looked after", the local council.



Teamwork with Families

Parents and Carers are a vital to the success of children with SEND:

- Their knowledge helps us to get a complete view of a child's SEND;
- They tell us what strategies work well at home (often good ideas from home can
- help the child in school);
- Parents and Carers attend termly ISP Reviews so we can review their child's progress as a team;
- Parents and Carers use ideas from school to help the child at home;
- Parents and Carers share useful information with us to help us meet the child's
- SEND (e.g. clinic reports).

When we think a child might have SEND, we discuss this with parents. This is so that we can:

- Find out more about the parent's views;
- Chat about what the next steps might be (this might include setting targets);
- Agree some long term goals (we might refer to these goals as outcomes).

Excellent teamwork between us and parents is very important to us.

Co-Production The word *co-production* means parents and carers being a key part of planning SEND support and what's provided for SEND.



Co-production is really important to us. Families help by coming to ISP Reviews and giving their input or by keeping us up to date on their child's life.

Just as importantly, families help us to improve our SEND support through Parent/Carer forum groups, who meet at least termly to support each other and share views; yearly parent surveys, giving views on our latest SEND documents; PTA SEND representatives, championing making our school events inclusive

Support for Parents

SENDIASS Southend

SENDIASS is the **I**ndependent **A**dvice and **S**upport **S**ervice for parents.

The service is free.

They offer a range of help:

- Information on local groups and services;
- Information on SEND laws;
- Information on local council procedures for SEND;
- Support with preparing for meetings (so you have your say and feel heard).

How can parents access SENDIAS?

Parents don't need anyone to refer them to SENDIAS. They can just get in touch:



- Tel: 01702215499
- Email: iass@southend.gov.uk
- Web www.sendiasssouthend.co.uk/
- Facebook: www.facebook.com/sendiasssouthend

Apart from English, their key leaflets are available in the ten most spoken languages in Southend Schools:

- European: Albanian, Czech, Polish, Portuguese, Romanian
- Asian: Bengali, Chinese (simplified font), Malay, Tamil, Urdu

The Local Offer:

~~https://www.livewellsouthend.com/send_local_offer~~

The Local Offer is a website that is written for parents and families. It helps them know 'what is out there' for youngsters with SEND in our local area. It includes:

- Support services;
- Health services (e.g. contacts for the NHS speech and language team);
- Schools;
- Leisure activities (e.g. SEN sports clubs);
- Contacts for SEN charities.



Our staff, SENDIASS and the Local Offer can all help parents through the SEND maze.

The Role of Children



The role of children is to **do their very best** so that they **learn more, remember more** and **can do more** for the rest of their lives!



It is also important that adults listen to the views of children with SEND. The child's input can help us unlock extra progress. Staff build strong relationships with their learners to ensure they feel safe and confident to share their views. Collecting child views may include:

- Observing the child;
- Asking the child;
- The child completing a survey;
- The child coming to their ISP or EHCP review

How we collect child views depends on the child's age and development.

Can a child with SEND join in day trips, residential trips, breakfast, after school and holiday clubs?



Where possible, reasonable adjustments will be made so that children who have SEND can join in all of school life. Staff may need to talk to parents to plan adjustments. Or, a parent can talk to their class teacher or a SENCo about if they are worried that their child might need adjustments to be successful.

It is very rare that we must make the hard decision for a child to not attend – in the very small number of occasions this is due to safety, wellbeing, or both.

Our Team: Who's Who?

Meet our SENCo & Inclusion Lead: Miss Katie Stevens



- I oversee and coordinate SEND provision for children with SEND
- I support and guide staff and parents so that children with SEND have both high-quality teaching and ambitious support.
- I advise on the use of the school's SEND budget and resources to meet children's SEND.
- I work with the headteacher to plan how we will enhance our SEND work.
- I identify training needs and enhance staff skills.
- I liaise with Early Years settings and other schools to help a smooth transition both in and out of our school.
- I am the key contact for external SEND support services.
- I work and liaise with all staff to identify and support additional needs across school.

Meet our Headteacher: Mrs Sarah Clements



- I ensure the school's ethos is inclusive.
- I lead and manage the staff team, including the SENCo.
- I check on the quality of education. This includes SEND provision.

Meet our Family Liaison Officer: Mrs Vivianne Graham



- I work with families to provide support and where necessary, refer to external services.
- I am the Learning Mentor in school, supporting children with their social and emotional needs.
- I work as part of the Pastoral Team to support some of our most vulnerable learners across school.

More about our Team



What do our teachers do for SEND?

- Teachers are responsible for the development of *every* child they teach.
- Teachers work closely with support staff to plan and review support.
- Teachers adjust lessons to make them accessible for every child.
- Teachers use assessments to plan inclusive lessons.
- Teachers follow advice from any support services.
- Teachers review each child's progress and plan the next steps.

What do support staff, including learning support assistants (LSAs), do?

Support staff are a key part of helping children reach for the stars. They support children during lessons and also lead both groups and 1:1 work inside and outside of the classroom.

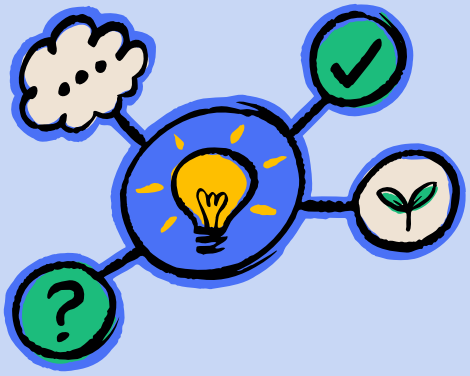
Our Governors

All our governors must "think SEND" when making decisions so that we become even more inclusive. We also have a governor responsible for SEND.

Meet our SEND Governor: Amy Mann

- I overview long term plans for improving SEND in school.
- I monitor SEND in our school. This includes our legal duties.
- I meet with the SENCO throughout the year to discuss and observe provision.
- I provide an additional voice for parents of children with SEND to have their views shared.

Staff Training



Our team has lots of SEND expertise. It is important we refresh and develop our learning and further develop our skills.

To train and develop our team, we use:

- Staff meeting and INSET day training;
- Staff supporting each other;
- Specialist training in and outside of school e.g. EP services, Speech and Language team;
- Outreach support training e.g. Inclusion team;
- Online courses and webinars e.g. www.nationalcollege.co.uk;
- Online information e.g. NASEN's What Works at www.sendgateway.org.uk/page/what-works.

What training have we had?

Examples of training for our staff includes:

Cognition and Learning

- Precision Teaching
- Read, Write Inc.
- Engagement Model
- Write From the Start
- 5 minute box
- I can read
- RLI

Communication & Interaction

- Autism Friendly Classrooms
- ELKLAN (Certified CFS)
- Makaton
- Lego therapy
- Talk Boost
- Social Stories
- Intensive Interaction
- Wellcomm
- Word Aware
- Concept Cat
- Colourful Semantics
- Core Boards & PECs

Social, Emotional & Mental Health

- ELSA
- Relational Practice
- SafetoLearn
- LearningMentor
- Mental Health Lead Training
- Adverse Childhood Experiences
- Anxiety
- Volcano in my Tummy
- Bereavement
- Attachment
- Trauma Informed Schools
- ADHD
- Zones of Regulation

Other

- Deaf Awareness
- Anaphylaxis
- Local SEND Procedures
- Cystic Fibrosis
- Epilepsy
- Sickle Cell
- Team Teach
- Downright Excellence
- National Award for SEND Qualification

If there's something that's not on this list, please ask. As this list does not cover every single training session, it's possible that we have staff trained in the area that you are interested in.

Can school access specialist help?

Yes. Some students have needs that are very specific or complex. Therefore, we work with support services to benefit from specialist advice. You may sometimes hear us refer to these support services as “external or outside agencies”.

We have access to a Link NHS Speech and Language Therapist, Occupational Therapist and Educational Psychologist who visit at least every term and work closely with our SENCO



Support Services we work with include:

- Educational Psychology Service (EPS);
- NHS Speech and Language Services (via EHFSA)
- Occupational Therapy Services (OT);
- Emotional Wellbeing and Mental Health Services (EWHMS);
- Kids Inspire;
- Play Therapy;
- Specialist Teaching Team (via SBC)
- Behaviour Outreach Support Service (via the SBC Inclusion Team);
- Deaf and HI Team / VI Team;
- Supporting Families.

For most children, we meet their SEND without needing support services. This is because our staff have training and skills to **adapt classrooms and lessons** to meet their needs.

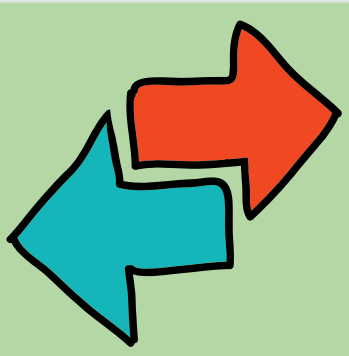
If we think we need extra advice from a SEND support service, we discuss this with the child’s parent. Parents normally understand the many benefits for their child, but they are welcome to chat with the class teacher or SENCo. The parent makes the final decision.

Support services advise teachers and the SENCo. Teachers make sure advice is followed and the SENCo monitors this.



When Children Join or Leave Us

(This is called transition)



How do we help children joining our school?

- We visit nursery, childminder or current school to find out about the child's needs.
- We meet with parents and visit the home of new reception starters.
- We provide a Welcome to School booklet.
- The child visits school and gets to meet the adults in their new class with their parents.
- There is a planned staggered start for reception joiners, gradually increasing to full time after storytimes and half days initially.
- The SENCo will meet with families and settings where a child has an identified SEND. It may be that a personalised programme is arranged, which may include a slower transition which is regularly reviewed.
- The child can have extra visits if needed.

How do we help children leaving our school?

- Before the end of the summer term, SENCo's of new and old school, year group leaders and learning mentors meet to share SEND information
- We spend time in the Junior school experiencing the building, routines and meeting the staff.
- We often support children having extra visits or talk to children about any worries about their new school.
- We invite the SENCo of the child's new school and new class teacher to the Year 2 ISP review.
- We provide Transition booklets with photos of new teachers and classrooms.

We take the same approach if a child with SEND leaves our school before the end of Year 2 (e.g. because of a house move). If a child moves school quickly or further afield, we may tweak our support (for example, there is not a ISP Review before they move)

Transition between Year Groups

- Before the end of the summer term, teachers pass on SEND information to the new teacher and ISPs are reviewed with old & new teacher, families, child and SENCo
- The child gets to visit their new class as many times as required.
- We often support children having extra visits or talk to children about any worries about their new year group/class.
- We provide Transition booklets with photos of new teachers and classrooms.

Our Buildings: Indoor and Outdoor

Our school shares a site with Chalkwell Junior School; both schools share the dining hall space and playground. The building itself is Victorian; all classrooms in the main building are accessed on the ground floor. We have a new classroom block built across the playground from the main building, with intervention space.





Our main infant building has:

- o Step free access
- o An accessible toilet
- o An accessible shower

Early Years Foundation Stage classes have their own toilet facilities and outdoor learning space, separate from the main playground.

The playground is shared with the Junior school and contains climbing equipment. We regularly use Chalkwell park as a green space for outdoor learning or sports, which is located across the road.

The Treehouse

The Treehouse has its own private entrance, own garden space away from the main playground, direct access to toilets (including an accessible toilet), step free access and secure doors.



The Nursery

The Nursery is made of 2 rooms, with secure doors and direct access its own outdoor space. It has its own toilet and changing facility, and step free access.

The Acorn Room

An additional nurture room has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils. It is used in the mornings to help settle children struggling to come into school, at lunchtime for identified pupils finding the playground and club offer overwhelming and during lesson time for pupils needing a quiet environment for a variety of reasons.

Extra Equipment for SEND

From time to time, equipment costs much more than this (e.g. hoists, hearing aid loops). If so, we might ask for extra funding from the local council's SEND funds. We do not ask parents to pay for SEN provision from their own money.

Some children need extra items to help them be successful at school. Most of these are not expensive and we buy these from our budget.



The Treehouse

The Treehouse is available for some learners, who require personalised learning in a way which they cannot access in the whole class learning environment. The small group environment, with high adult support provides a safe and nurturing setting to support learners to thrive.

Morning sessions will focus on:



- English skills–reading and writing;
- Maths;
- Gross and fine motor development;
- Speech and Language;
- Social Skills;
- Emotional Development and regulation strategies;
- Sensory Development;
- ISP targeted work;
- Self-care skills;
- And much more, depending on the individual needs of each child...

Most learners will return to their classrooms for afternoon curriculum learning where possible, as much independence is encouraged during these sessions. Where support is essential for pupils to access the whole class environment, then provision will be made.



Meet Our Team



Miss Stevens
SENCo & Class Teacher



Mrs Livermore
LSA



Mrs Shinn
LSA



Mrs Taylor
LSA



Miss Webb
LSA

Your Questions Answered

1. Does a child need a diagnosis in order to have SEND?

No. Some children do have a diagnosis (e.g. autism, ADHD), but we can address a child's SEND even if they don't have a diagnosis.
We know that families often want a diagnosis so that they can be sure what is going on for their child. But, it's also important that we help the child as soon as we can – so we don't need to wait for a diagnosis to make adjustments for a child.

2. Does a diagnosis mean my child is put onto the SEND register?

No. A diagnosis does not automatically place a child on the SEND register. It may be that with reasonable adjustments and support in place, a child with a diagnosis does not require any other support. This will continuously be monitored by class teachers and SENCo, in case support does need to be increased.

3. What is an EHCP?

EHCP is short for *Education, Health and Care Plan.* This is like a contract between a local council, school and parents.

Most children's SEND can be met without an EHCP. All children on our SEND register have an ISP (Individual Support Plan) in place that sets out their needs and how we'll meet them.

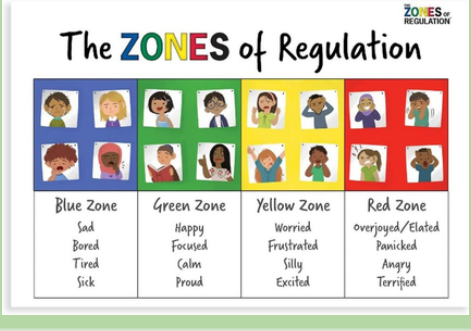
A small number of children with more complex SEND have an EHCP (about 2% of all children). Some of these children are in special schools and some are in mainstream schools.

More information on EHCPs can be found on the Local Offer website or you can ask our friendly SENCo about EHCPs.

4. Are emotional difficulties always SEND?

No. Some children have time when they are withdrawn or sad (e.g. because of the death of a family member or loved pet).

When a child is distressed, this is often short term. We have a range of emotional support we can offer, depending on a child's difficulties.
Some adverse experiences lead to longer term or more severe emotional issues. If so, the child's difficulties might be assessed as SEND.



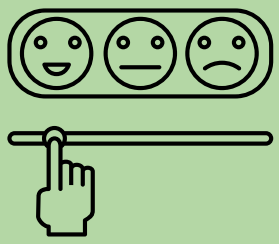
More Questions Answered

5. What support is available for social and emotional needs?

We are proud to be a caring, nurturing and supportive school. We believe that children need to feel happy, secure and safe in order to meet their potential.

Every child is treated as an individual. If they exhibit challenging behaviour, we try to find the causes and then adapt so we can alleviate the behaviour.
Some of our support is available to all children, such as:

- Class circle time;
- School assemblies about emotions and feelings;
- A High quality PSHE (including Relationship and Health Education) curriculum;
- Posters tell children who they can talk to if worried (our safeguarding team);
- Clear systems for managing behaviour (See our Behaviour Policy);
- Opal Project for children to enjoy at playtime and lunchtime;
- Big Questions to learn thinking skills;
- Soft starts and mindfulness moments;
- Zones of Regulation (whole school)
- Staff who offer pastoral support.



Some children also have extra support, including:

- Small groups to support social skills, such as:
- Lego therapy
- Zones of Regulation
- Volcano in my Tummy
- Learning Mentor Time;
- Play Therapy;
- Team Around Child Meetings and Plans - to provide consistent approaches to deescalating undesirable behaviours and supporting regulation



SEND & Looked After Children

LAC stands for Looked After Children. Being looked after means that parents are unable to care for a child and the council or court takes on parenting decisions. This can be temporary or permanent. There are a few ways the child's new care might be provided. Two common ways are foster care or children's homes.

NSPCC has a good explanation of LAC:
learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children

Who's Who?



Miss Katie Stevens
SENCo & Inclusion Lead

I lead LAC support in school. The full name for my role is *"Designated Teacher for Looked After and Previously Looked After Children"*

Contact me:

- Katie.stevens@chalkwellhallinfants.co.uk
- 01702478533

For our pupils who are LAC and have SEND, we:

- Monitor progress through a termly Personal Education Plan (PEP);
- As often as we can, schedule PEP meetings at the same time as SEND meetings so that PEPs and SEND plans are joined up;
- Work with LAC support services (e.g. social workers, the Virtual School);
- Make sure LAC pupils with SEND can join in extra activities, by making reasonable adjustments such as:
  - Permission from both a social worker and a pupil's carer to allow them to go on a trip
  - Liaising with carers so that a pupil gets to school in time for the trip.
- Use Pupil Premium plus money to get the best outcomes for the pupil;
- Give LAC children equal access to SEND provision that is no less than they would get if they were not LAC;
- Support staff to understand the effects of loss or separation from birth families;
- Know that SEND can make it even harder for some LAC children to trust adults, and how we might overcome this;
- Have big ambitions for our pupils who are LAC and SEND. National data shows that this group of pupils aren't achieving well enough.

We'll make sure that no LAC & SEND child is failed by us!



Being LAC and having SEND does not mean that a pupil is behind in their learning. For example, a LAC pupil who is very able at maths and English but experiences social difficulties that are identified as a SEND.

Other Information

Exclusions We reduce the risk of exclusions by making adjustments to help everyone fully access life in school. However, you can find out more about exclusions in our **Relational Policy (Behaviour)** on the policies page of our website.



Evaluating our SEND Policy

The SENCo and other school leaders have five key ways to check how well our SEND policy is working:

1. Monitoring the progress children have made.
2. Monitoring how well children with SEND meet their SMART targets.
3. Regular reviews of interventions with teachers and support staff.
4. Our Leadership Team visits classrooms to observe practice and look through children's books.
5. Asking parents, carers and children about SEND in our school.

Our SENCo, Leadership Team and Governors are in charge of evaluating our SEND policy.

Complaints or Concerns

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact:

- Your child's class teacher;
- SENCo;
- The Head Teacher;
- Chair of the School Governor Body Joe Knowler. He can be contacted via the school office

If you require further independent advice and support you can contact:

- Scope: Shelley Johnson 07423470692 shelley.johnson@scope.org.uk
- Information, Advice and Support Service (IASS): Trudi Carey : 01702534793 trudicarey@southend.gov.uk
- Family Voice: familyvoicesouthend@btconnect.com

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services:

- IASS: Trudi Carey : 01702534793 trudicarey@southend.gov.uk

You can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decisions about your child's SEND or if you feel the school or council has discriminated against your disabled child. Information on this process is available here.

The Local Authority's Local Offer can be found here. This will also provide information to parents and carers on mediation and conflict resolution services

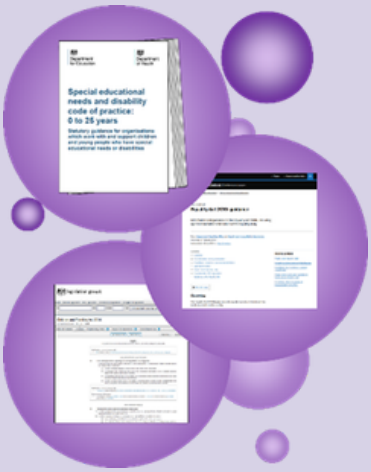
Where to find more SEND Information?

Visit our website, www.chalkwellhallinfants.co.uk to read other policies that link to SEND:

- Accessibility plan - A three year plan to be a more inclusive school.
- Relational Policy (Behaviour) – How we adopt a positive behaviour management ethos across school, rewards, rules, sanctions and much more.
- Anti-bullying - Information on our approach to tackling bullying
- Medical Policy - Support for children with medical conditions and what we do about medicines.
- Equality Policy and Objectives

Want to read more?

If you want to read more, these are the key SEND rules and laws



SEND Code of Practice
This is the Government's SEND rulebook.
Find out more here.

Equality Act
This 2010 law outlines our duties to make reasonable adjustments and not discriminate.
Find out more here.

The Children & Families Act
This 2014 law outlines our duties for children with SEND.
Find it here (p.21 onwards).

Status of our SEND Policy

This policy is statutory. That means that the law says schools must have a SEND policy and a SEND information report. The DfE says that these can be a single document.
This booklet has all the essential parts of both the SEND Information Report and SEND Policy, however for more detailed information please read our SEND policy on our website..

Reviewing this policy

We review this policy every 12 months. Our SENCo is in charge of the policy review. Then, our governors discuss and approve it.

We hope you found this SEND document helpful. Thank you for reading.

We welcome questions and comments – please get in touch with our SENCo.