

At The Alderton Infant School we value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We work hard to create a happy, caring environment where each individual feels valued and secure.



Further information about SEND can be found in our full SEND information Report & SEND Policy on the school website.

*The head has made it feel like you join a family when you start at the school.*

Ofsted Parent Questionnaire

*We are always able to meet with the teachers if we have any concerns, which are quickly and professionally dealt with.*

Ofsted Parent Questionnaire

*My daughter had a hearing difficulty & they got the hearing specialist in to speak to staff, which made me more comfortable.*

SEN/D Parent forum

*I want to do it myself...I did it!*

Pupil with an EHCP

The Special Education Needs and Disability (SEND) Governor: Mrs Susan Worthington  
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# The Alderton Infant School

## SEN/D Information Report



Summary leaflet for parents & carers



Tel: 0208 508 7168

## Special Educational Needs and Disabilities (SEN/D)

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (The SEND Code of Practice 2015, p.15).



At The Alderton Infant School we agree that a pupil has SEND if they require provision which is *additional to and different from* the provision offered to all children.

Additional Needs or SEN are identified within 4 areas of need:

- **Communication and Interaction needs (C&I)**
- **Cognition and Learning needs (C&L)**
- **Social, Emotional and Mental Health needs (SEMH)**
- **Sensory and /or Physical needs (S&P)**

**Autism and Social Communication needs** are at this stage categorised under C&I . Specific Learning difficulties such as **Dyslexia** or **Dyscalculia** are rarely diagnosed before the age of 7, but suitable teaching methods are used as early as possible.

A child with a physical disability or medical condition may not require different provision, and does not necessarily have SEN.

### Person-Centred Approach

The school values the views of all. Children's views are written on One Page Profiles. Parents are invited to attend and contribute to review meetings three times a year.

Professionals from outside agencies are invited to 'One Planning' meetings and their views and recommendations are recorded.

Our teachers and SENCO are open to meeting with parents and carers to hear concerns and discuss provision when needed.

We run an informal 'parent forum' group for families with SEND to gain your views and encourage support in the community.

Our Complaints Procedure is published on the school website.

### Outside Agencies

We work with professionals from a range of Children's Services including Speech and Language Therapy Services, Occupational & Physiotherapy Services. Parents / Carers will always be consulted and asked for permission before anyone outside of school gets involved.



Hall set up for Gross Motor skills intervention

### Current Data

We currently have a higher number than the national average of pupils with identified SEN/D and the number of pupils with an Education, Health and Care Plan is significantly higher than the national average.

Main Area of Need	No. of pupils	EYFS	Year 1	Year 2	% Of 242	
	252	84	83	84	-	
<b>TOTAL</b>	<b>36</b>	5	14	17	<b>14.3 %</b>	14.4% NatAv Pri 2017*
<b>EHCP</b>	<b>12</b>	3	1	8	<b>4.4%</b>	2.8% NatAv Pri 2017*

### Number of children with identified SEN/D Autumn Term 2017:

\*[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/555075/Special\\_educational\\_needs\\_analysis\\_and\\_data\\_sources.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/555075/Special_educational_needs_analysis_and_data_sources.pdf)

### Assessment

Children are assessed regularly in school . We may assess their development and skills formally and informally as part of normal schooling . This will help us to decide what extra support a child may need.

### Interventions

This means any extra or different support and teaching . It can be in class or outside of the classroom, with a teacher or teaching assistant, one-to-one or more usually in a small group.