

Dear Parents/Carers,

As your child's name currently appears on our school SEN register, I am writing explain a little about my role, how I can be contacted and what you can expect from the Hallam Fields team over this coming academic year.

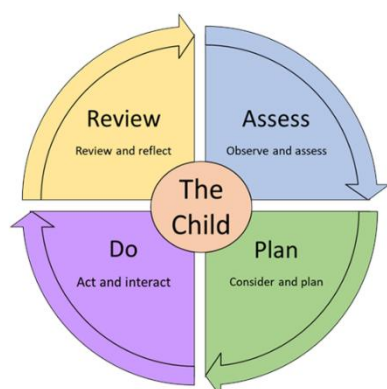
What does SEN mean?

SEN stands for Special Educational Needs, and it is the legal term describing the needs of a child who finds that school is more difficult for them than their classmates. Nationally, around 20% of children will have SEN at some point in their school journey. SEN covers a wide range of difficulties, from reading, writing and maths to social skills and understanding emotions.

What is the SEN Register?

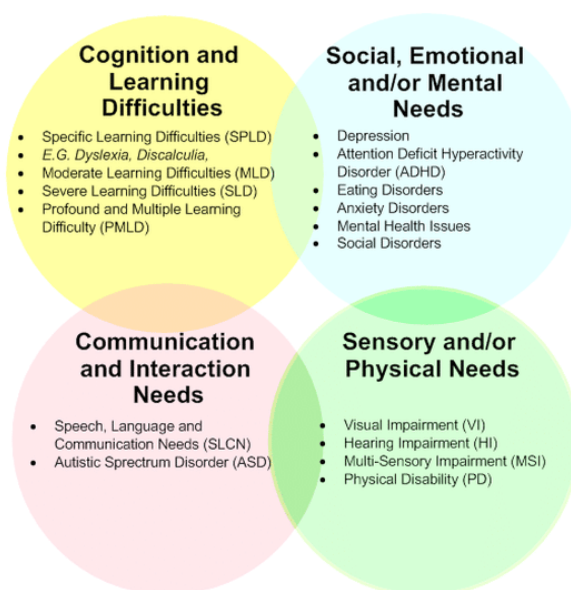
This is a list of children in school who currently require additional support alongside that the 'quality first teaching' that is provided to all Hallam Fields children. This can be across one or more of the 4 Areas of Need – Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical and Sensory. This list is not fixed and is reviewed every term so if a child no longer needs any extra support they will be removed from the list.

What happens when a child is on the register?



If a child is considered to have SEN then there is a four-step approach that must be followed and looks like this. It is often referred to as 'The Graduated Response'.

Your child's class teacher will carry out assessments, plan support and adjustments based on the findings, make sure that these supports and adjustments are happening and then look at the results and outcomes. Results are a mixture of classroom progress, work produced, observations, discussions between staff and the thoughts of the parents/carers.



How will Hallam Fields involve me in planning and reviewing my child's provision?

For most children on our SEN register, you will be invited to meet with your child's class teacher together with your child so that you can work as a group to produce a shared 'Pupil Passport'. This will include information about your child's likes and dislikes, what they are good at and what they find difficult and the things that help and do not help them along with details of any particular interventions, arrangements and resources that the class teacher has put in place to support them. This meeting will take place in the Autumn

term and the completed passport will be attached to your child's Home School Diary. This means that it can be amended and updated as and when needed by parents/carers, staff and the children themselves. You will then have the opportunity to discuss and review these passports together with your child and the class teacher each term.

A small number of children on our SEN register require more specialist interventions, adaptations and support.

What are my SMART targets?	What will I do?	How often?	What resources are needed?
To recognise when I am angry and accept (or could be requested) a calming activity on at least 50% of occasions.	Volume 11 my naming programme - Zones of Regulation daily - Daily water and grass and discussion at the day, feelings and strategies. - Themed sessions	15 mins x 2, weekly 1:2 10 mins 1:1 per day 10 mins x 2, weekly 1:1	Calan box Themed play resources - e.g. planet, sea, mountains Calming box
To increase regulation by reducing vestibular sensory seeking behaviour to 40% (currently at 55%).	Regular sensory breaks. - Daily vestibular sensory circuit - using trike, trail and PE equipment.	10 mins x 10 daily 1:1 10 mins x daily 1:1	PE equipment
To complete a 10-minute independent task without adult intervention at least once every day.	Group Work: Shorter barrier games - In sensory memory skills. - All independent tasks clearly displayed and explained 1:1 by an adult. - Share reward: Star chart provided for independent work successfully completed.	15 mins x 5 times weekly 1:1 15 mins 1:1 daily 15 mins 1:1 daily	Wet, then, wet board. Individual visual timetable. Sand water Other play resource resources

Most of these children receive additional funding for this support through the Derbyshire Inclusion Panel or an EHCP (Education, Health and Care Plan). If your child is in this group, you will be invited to meet with their class teacher together with your child so that you can work as a group to produce a shared 'IEP' (Individual Education Plan). This will include all the information found in the 'Pupil Passport' alongside a set of short-term

targets. There will be further meetings with your child and their teacher each term to review these targets and set new ones. IEPs will also be attached to your child's reading diary for regular amendments and updates.

What does the SENDCo do?

My role at Hallam Fields is to support the class teachers to ensure that all children on our SEN register feel happy, safe and secure in school and are helped to reach their full potential academically, socially and emotionally. I meet with class teachers regularly to review the progress of the children on the SEN register in their class and to ensure that the necessary adaptations, interventions and support are in place for every SEN child. I also liaise with outside agencies if a child requires more specialist input and to arrange and review the impact of additional funding when this required.

How can I contact you?

I am a part time teacher and work Monday to Thursday. I teach in Oak class every Monday, Tuesday and alternate Wednesday mornings and have SENDCo time on Wednesday afternoons and all-day Thursday. I can be contacted via Seesaw, the school office or by email at missdaykin@hallamfields.derbyshire.sch.uk and am also on the gate every Thursday morning. I am here to support you as parents as well as your child and am always happy to talk or meet with you to discuss your child's needs and progress. However, I do not work directly with children on the SEN register and your child's class teacher remains your first port of call.

Yours Sincerely,

A.Daykin

Miss Alyson Daykin

SENDCo

