



Support for Children with additional needs in school

The Inclusion Team:

Our Inclusion Team is headed by our SENCO Ben Patterson who works closely with our Inclusion Key Workers, Mandy Kitchener, Alison Whittaker, Serena Lambert and Sharon Pond.

The Inclusion Key Workers offer support to children with additional emotional or social needs which are barriers to them making progress in school. These may include bereavement, attachment difficulties, autism, social understanding or trauma.

If a class teacher feels that a child would benefit from additional support from our Inclusion Key Workers, a referral will be made by the teacher. Parents will be informed if intervention is agreed. If parents have concerns regarding their child's emotional well-being, they should contact the class teacher in the first instance.

Inclusion Key Workers will usually work with a child individually or in a group for a time limited period. Feedback from the sessions will be given to the class teacher who will share any reports (if appropriate) during parent consultations. Further information is available on request through the SENCO.

Our Inclusion Team also support children who are adopted, under special guardianship, in care or previously in care. Parents of these children will be invited to additional events which are arranged each term.

What to expect if your child is added to the SEND Register

Our approach to identifying children as having Special Educational Needs and/or Disabilities (SEND) is outlined in the Special Educational Needs and/or Disabilities Policy. This policy is available on our website and you will be given a copy of it if your child is added to our SEND Register.

If a child is identified as having SEND, a SEND Action Plan will be created by the teacher and SENCO in consultation with parents.

Termly meetings will be offered by the Special Educational Needs Co-ordinator (SENCO) and teacher to review the actions on the SEND Action Plan and set actions and targets for the forthcoming term.

Some children may receive additional support from external agencies. In these cases the School will work alongside these agencies to offer appropriate support.



The SENCO takes the lead operational role in relation to the provision of support for children with SEND but in line with the SEND Code of Practice 2015 class teachers are responsible for the educational outcomes of all children in their class.

In the first instance, the class teacher will be the member of staff who has the most contact with your child and will liaise closely with parents and seek support from the SENCO where necessary. This support is offered during regular drop in sessions between the SENCO and teacher and it is the teacher's responsibility to raise any concerns about the implementation or success of agreed strategies.

In addition to the SENCO and class teacher, you and your child may be supported by our support staff. We have Inclusion Key Workers, teaching assistants and intervention teachers who may work with your child at times depending on the type of need.

You can contact the SENCO via the school office by telephone (01273 733386) or by email (benpatterson@westhove-inf.brighton-hove.sch.uk). Please be aware that our SENCO works across different sites of our school and therefore will not always be able to respond immediately. Generally staff respond to emails within two working days.

Support for children with Medical Needs

When the school are notified of a specific long term medical need, then the school will ensure that a Health Care Plan or a Protocol for administering medication will be created and will include involvement from the parents and relevant health professionals to ensure that the school have met the requirements of dietary needs, what constitutes an emergency, who to contact in an emergency, procedures to be followed, off site visits and information sharing. Further information can be found by referring to the following policies available on the school website:

- Administration of Medicines
- Intimate Care

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