

Special Educational Needs Information Report

Autumn 2020

The kinds of SEND provided for

East Preston Infant School is a mainstream infant school for children aged 4-7, covering Reception to Year 2. At present we have nine classes (3 classes per year group) and a roll of 259 children,

At East Preston Infant School we are committed to offering an inclusive curriculum and we strive to provide an engaging and exciting curriculum for all children. Our topics are based on exciting real life experiences and are taught through our cross-curricular and forest school approach to teaching and learning. We want all our children to become willing, independent learners through a trusting partnership between school, families and the wider East Preston community.

- Every child should have the opportunity to achieve his/her potential.
- All pupils are entitled to a broad, balanced and differentiated curriculum ensuring progression and continuity. The National Curriculum (2014) is the means by which this is achieved.
- The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs.
- We will endeavour to ensure that the pupils with SEN will be fully involved in all aspects of the life of the school and have an equal voice.

We currently support children with

- speech and language needs
- social and communication needs, including autism
- medical conditions such as epilepsy and diabetes
- cognition and learning needs
- sensory needs
- physical needs
- emotional well-being needs, including attachment

Information about policies for identifying children with SEND and assessing their needs

Children are identified as having special educational needs through a variety of ways

- Child performing below age expected levels
- Concerns raised by parents
- Concerns raised by class teacher
- Concerns raised by SLT in consultation with class teachers where data is discussed at pupil progress meetings
- Liaison with external agencies
- Health diagnosis through a paediatrician
- Liaison with previous school or setting

Once children have been identified there are a variety of ways we gather more information in order to ascertain their area of needs and we then use these to inform what additional provision would be suitable. These may include:-

- Carrying out observations in class/ fixed interval sampling
- Observation checklists
- Social Play record
- Sensory checklist
- Progression Tools assessments (Speech and Language)
- The Renfrew Language Scales
- British Picture vocabulary Scale (verbal reasoning test)
- Ravens Coloured Progressive matrices (non-verbal reasoning test)
- Pre-literacy skills assessment
- Phonics assessment
- Boxall Profile
- Goodman's Questionnaire
- Jump Ahead assessments

Arrangements for consulting parents of children with SEN

Close co-operation with parents will enable home and school to work in partnership for the benefit of the child. It is the school's policy to involve parents in all aspects of their children's education. There is regular informal contact between parents and the class teacher and parents are encouraged to see the class teacher if they have any concerns. They are also invited to make appointments with the Headteacher or Inclusion coordinator if appropriate.

There are termly parent consultations throughout the academic year to discuss their child's pupil passport and/or learning plans. This is an opportunity also to discuss children's progress in any interventions. The Inclusion coordinator and Headteacher are also available to discuss individual concerns.

Parental consent is sought for requesting advice or assessment from outside agencies. The findings of external agency assessments are always discussed with parents before any further necessary action is taken.

In some cases e.g. behaviour difficulties, parents are invited into school to discuss their child's needs at regular intervals. Home/school liaison books may be used. Parental rights and associated responsibilities as defined by the law are acknowledged.

Arrangements for consulting young people with SEN

We value and celebrate each child's view on all aspects of school life. Where appropriate pupils will be involved in:

- Creating and updating their pupil passport;
- Reviewing targets for their Learning Plan (if they have an EHCPlan or multiple agencies involved); and
- Review meetings.

These discussions may be completed by the class teacher or with a member of the Teaching and Learning Support Team

Arrangements for assessing and reviewing Children's progress towards outcomes

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Parents are up-dated informally, regularly through their child's class teacher as to how they are progressing. Some children have an adult to 'Meet & Greet' them at the classroom door each day and a handover at the end of the day. This is a time where information can be shared between home and school.

A more formal review meeting takes place with the child and their parents three times a year with the class teacher and/ or Inclusion coordinator. These take place in October, February and June. This is an opportunity for the Pupil Passport and the Learning Plan (if a child has one) to be updated.

Arrangements for supporting children with transition

For children with additional needs there may be a requirement for them to have a more thorough transition process. Extra opportunities can be made for visits to their new class/ school and transition books can be made to support the child through the changes. The Inclusion coordinator and class teachers will forward all relevant SEND documentation and records from class to class and to the new school. The Inclusion coordinator will liaise with the new school regarding the SEND of the children who are to transfer.

Our approach to teaching children with SEND and how adaptations are made to the curriculum and the learning environment

Pupils with SEND will be supported to access to the National Curriculum through the specialist SEND provision provided by the school as is necessary, and as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. However, there may be times where it is more appropriate for a child to have a Teaching and Learning Assistant to support them 1:1 or for them to attend an intervention group that takes place in one of our support rooms (The Orchard Room, The Ocean Room, The Hive, The Rainbow Room or The Beach Hut).

We support children through a wide variety of interventions. Some support learning, such as speech & language, phonics, reading and maths. Other interventions support children's physical skills, such as Jump Ahead and Fine Motor Mechanics. We also support children's emotional well-being through mentoring and play therapy. Some interventions support children's social development such as lego therapy and circle time.

As a Rights Respecting School and holders of the BIG award we have measures in place to tackle and prevent bullying. We regularly talk with children through assemblies, as well as, using our Bullying 1,2,3 poster to promote anti-bullying. The School Council are part of a steering group for both Rights Respecting and the BIG award. We also work with children on a 1:1 basis if there is a need to support their understanding further of bullying behaviour.

Every effort is made for children with SEND to take part in afterschool activities such as school discos or afterschool clubs run by school staff.

Please also see the school's accessibility policy for further information.

How children with SEND are being supported through home learning if self-isolating during the Covid pandemic.

If a child has an EHCP and is self-isolating, resource packs will be created to help the parent deliver home learning in an appropriate way for that child. The packs are bespoke to the child's needs and may include Speech and language resources, visual aids, social stories, resources to support emotional well-being, practical resources to support learning (e.g. maths apparatus, such as numicon, counters).

In addition, the Inclusion lead or class teacher will make regular welfare calls home to support the parent with any aspect of home learning.

For children who are on the SEND register at School Support level, class teachers will offer advice to support parents with home learning, which could include how to modify or differentiate a task so their child can access the learning at the appropriate level for their needs. This will be achieved through the feedback/comments section on Google Classroom or the parent contacting the school requesting support. If children are receiving Speech and language support, a resource pack will be provided to help them continue to work on those skills at home.

Information about the expertise and training of staff

The inclusion coordinator is an experienced Senco who holds the NASEN qualification for SEND.

We receive training from a number of outside agencies including the Speech and Language Therapy team, the Learning and Behaviour Team (WSCC), Social Communication Team (WSCC) and the Virtual School. This year Teaching and Learning support assistants (TLAs) have undergone training in

- Attention Autism
- Speech & Language training
- Sensory support training
- Scaffolding learning
- Medical training for diabetes

A number of members of staff are Team Teach trained which is a holistic approach in positive behavioural supports.

We also deliver 'in-house' training in areas such as maths, reading, phonics and writing.

How we evaluate the effectiveness of provision made for children with SEND

Each half term the inclusion coordinator meets with the staff that delivers the different interventions and collates feedback about the success of each intervention. We use a variety of methods to gauge starting points, such as, questionnaires with sliding scales, an assessment of skills or an unaided piece of work. We then measure this against a current assessment to see what progress has been made. There are then discussions at pupil progress meeting with the SLT and teachers to see if there has been an impact in the classroom. Provision is then adjusted if necessary.

Children with an EHCP or have a high level of need within SEN Support then their progress is reviewed against their learning plans, regular discussions take place between the relevant staff and external professionals to see how effective the support is, and adjustments are made if necessary.

How the school involves other professional bodies

A wide range of professionals work closely with the school to ensure the right help is accessed by children and their families including:

- Child Development Centre
- Child and Adolescent Mental Health Service (CAMHS)
- Early Help/ Enabling Families
- Educational Psychology Service
- Ethnic Minority Achievement Team
- Learning Behaviour Team
- Occupational Therapy Service
- Jigsaw Occupational Therapy
- Physiotherapy Service
- Play therapist
- The Virtual School
- School Nursing Team
- Sensory Support Team
- Social Services
- Speech and Language Therapy Service
- West Sussex Parent Carer Forum

Information about arrangements for handling complaints from parents of children with SEND about the provisions made at the school

Concerns can be taken at any time, firstly to the class teacher, then to the Inclusion coordinator or Headteacher. It is hoped that concerns can be resolved informally – but, if not, a formal complaint can be made to the Governors. Information will then be collected and the Governors will hold a complaint hearing. Please refer to the Complaints Policy for further details.

If parents are not satisfied with the outcomes of this hearing, then their grievances can be taken further with the LA.